



2017 Model Training Curriculum for the Teaching Task Instructor Preparation Program

- Part I Fundamental Concepts of Teaching and Learning
- Part II Teaching and Learning Theories for Classroom Course
- Part III Teaching and Learning Theories for Behind-the-Wheel Course



Instructor's Guide

Developed By:

Highway Safety Services, LLC and the Teacher Training Working Group
on behalf of the Association of National Stakeholders in Traffic Safety
Education with the Cooperation of the National Highway Traffic Safety
Administration

This publication resulted from a cooperative agreement between the U.S. Department of Transportation, National Highway Traffic Safety Administration (NHTSA), and the Association of National Stakeholders in Traffic Safety Education (ANSTSE). It is being published and distributed by NHTSA and ANSTSE in the interest of information exchange. The opinions, findings, and conclusions expressed in this publication are those of the author(s) and not necessarily those of the U.S. Department of Transportation or NHTSA. The United States Government assumes no liability for its contents or use thereof. If trade names, manufacturers' name, or specific products are mentioned, it is because they are considered essential to the object of the publication and should not be construed as an endorsement. The United States Government does not endorse products or manufacturers.

Part I: Fundamental Concepts of Teaching and Learning Course

Instructor's Guide

Developed By:

The Association of National Stakeholders in Traffic Safety
Education

ANSTSE

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Forward

This Driver Education Instructor Training Curriculum was developed by the Teacher Training Working Group (TTWG) and Highway Safety Services, LLC on behalf of the Association of National Stakeholders in Traffic Safety Education (ANSTSE) with funding from the National Highway Traffic Safety Administration (NHTSA). ANSTSE consists of volunteers representing national Associations in traffic safety education. They were formed in 2010 as a result of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS) project initiated by NHTSA. ANSTSE identifies and advocates areas of common ground for the improvement of traffic safety education in America. ANSTSE consists of the following organizations and representatives:

- AAA, William Van Tassel,
- AAA Foundation for Traffic Safety (AAAFTS), Peter Kissinger and Jurek Grabowski,
- American Association of Motor Vehicle Administrators (AAMVA), Kevin Lewis,
- American Driver and Traffic Safety Education Association (ADTSEA), Dr. Allen Robinson and Connie Sessoms, Jr.,
- Driver Education and Training Administrators (DETA), Nina Saint,
- Driving School Association of the Americas (DSAA), Sharon Fife,
- Governors Highway Safety Association (GHSA), Troy E. Costales, and
- Transportation Research Board (TRB), Dan Mayhew.

Brett Robinson of Highway Safety Services, LLC serves as the ANSTSE Secretariat.

ANSTSE acknowledges the members of the TTWG which consisted of the following individuals:

- Robin Bordner, Michigan Traffic Safety
- Sharon Fife, Driving School Association of the America's (DSAA), D and D Driving School
- Frank Gruber, Northern Illinois University
- Richard Hanson, DTS Consulting
- Denis MacNeil, DCA
- Dale Ritzel, Southern Illinois University
- Allen Robinson, American Driver & Traffic Safety Education Association (ADTSEA)
- John Svensson, DSAA
- William E. Van Tassel, ANSTSE Chairperson, AAA
- Michelle Atwell, NHTSA
- Brett Robinson, Highway Safety Services, LLC
- Christie Falgione, Highway Safety Services, LLC

This curriculum supports the NTDETAS "Development of a Teacher Training System Project." The project included the development of an instructor training system, development of a model teaching task curriculum and the development of recommendations for the certification or credentialing of driver education instructors who have met minimum training requirements.

The project involved pilot testing the teaching task portion of the instructor training program, for which lesson plans and visuals have been developed. These include:

- 1) The Fundamental Concepts of Teaching and Learning,
- 2) Teaching and Learning Theories for Classroom, and
- 3) Teaching and Learning Theories for Behind-the-Wheel.

Stage II: Foundations of Novice Driver Education course, of the instructor training system, defined later in this document, was not evaluated during the pilot study. The course was taught with approved curricula by the State prior to the pilot study.

The ANSTSE teacher training pilot test was designed to demonstrate that the materials would efficiently train new driver education instructors to teach the State approved driver education program. The pilot tests provided an opportunity to evaluate the teacher training materials and to determine if any adjustments needed to be made in order to reach the stated objectives.

- The first pilot was conducted at Jordan Driving School in Charlotte, North Carolina from June 15 – 26, 2015. This pilot evaluated all three parts of the teaching task course.
- The second pilot test observed only Part III Teaching and Learning Theories for Behind-the-Wheel. It was conducted at Century Driving School in Michigan on December 4-6, 2015 and December 12-13, 2015.
- The third pilot test was conducted through Western Oregon University at Oregon City High School, Oregon City, Oregon from June 17 – July 1, 2016. The pilot observed all three parts as well as all stages of the teacher training program, which are identified later in this document. This pilot allowed a state to conduct the entire program utilizing their own instructors.

Introduction

The project provided for the development of a State-level instructor preparation program to improve highway safety by establishing standards and methodology used for driver education instructor training programs. The Teacher Training Working Group (TTWG) assisted with the development of recommendations and model teacher training materials for creating a state-level instructor preparation program.

During the project, two documents were developed and instructor training standards were incorporated into the Novice Teen Driver Education and Training Administrative Standards (NTDETAS) Section 3 Instructor Qualifications. These include:

- 1). The “**Stages for Driver Education Instructor Preparation Program,**” outlines the stages essential for States and/or programs to successfully train driver education instructors to deliver all segments of the driver education program. This document can be found in the NTDETAS Attachment C.
- 2). The “**Model Instructor Training Materials for the Teaching Task,**” includes the master instructor guide and participant/instructor candidate guide for teaching the Teaching Task. The outline for these training materials can be found in the NTDETAS Attachment D. For the most current versions of these materials please visit www.anstse.info. The materials are available for free download including visual materials.

Stages for Driver Education Instructor Preparation Program

The document, “Stages for Driver Education Instructor Preparation Program” outlines the stages essential for States and/or programs to successfully train driver education instructors to deliver all segments of the driver education program that meet the NTDETAS. Each Stage is a critical component within the “System.” Altering or omitting a Stage within the “System” will drastically affect the quality of driver education instructors trained. Many of the Stages require course development by the State or program. The model training materials which follow have been developed by the TTWG and ANSTSE to assist in teaching Stage III the Teaching Task. See NTDETAS Section 3 Instructor Qualifications for specific Instructor Qualification Standards. These model materials are only one part of the instructor training course.

Required Stages for Qualifications

Classroom Only Instructors	BTW Only Instructors
i. Stage I	i. Stage I
ii. Stage II	ii. Stage II
iii. Stage III Parts I and II	iii. Stage III Parts I and III
iv. Stage IV (optional but recommended)	iv. Stage IV (optional but recommended)
v. Stage V	v. Stage V
Both Classroom and BTW Instructor	
All Stages are required except for Stage IV which is optional but recommended.	

The Five-Stages for training driver education instructors are:

1. **Stage I: Pre-Screening and Entry Assessments** – Conducted to determine if the instructor candidate (IC) has a minimum level of knowledge and skills to enter the Instructor Preparation Program. The Entry Assessments are a prerequisite to Stage II: Foundations of Novice Driver Education (The Driving Task), which may be conducted following Stage I.
 - a. Conduct pre-screening of the instructor candidate to determine if they are a good candidate for entering the instructor preparation program.
 - b. Entry-driving assessment of the instructor candidate
 - i. Pre-screening tool
 - ii. Debriefing
 - c. Entry-knowledge assessment of the instructor candidate
 - i. Pre-screening tool
 - ii. Debriefing

Estimated Time: 1 hour to administer the knowledge assessment to all instructor candidates and up to 1 hour per candidate to administer the driving assessment.

2. **Stage II: Foundations of Novice Driver Education (The Driving Task – formalized foundations class)** – Provided the instructor candidate has passed the Entry Assessments in Stage I, the State or program shall deliver approved driver education curricula in a formalized foundation class, established by the State or program, covering the entire driver education program classroom and BTW course content with instructor candidates. The State or program should utilize the standards established in the NTDETAS Section 3 Instructor Qualifications.
 - a. The state's driver education program [approved driver education curricula]
 - i. Covers A-Z of the driving task [approved driver education curricula]
 - ii. All phases of instruction (e.g., classroom and BTW)
 - iii. Meets ADTSEA and/or DSAA Content Standards identified in the NTDETAS.
 - b. Formal course of instruction
 - i. classroom
 - ii. online
 - iii. hybrid
 - c. Delivery Method – meets Section 3 Instructor Qualifications and use an approved driver education curriculum.
 - i. Additional requirements set by the state agency.
 - d. Critical Content of the Curriculum - Each instructor candidate should practice the critical content/skills during on-street activities.

Estimated Time: Determined by the length of the driver education curriculum for both classroom and BTW.

- 3. Stage III: The Teaching Task/Teaching and Learning Theories (formalized foundations class) –** Provided the instructor candidate has successfully completed Stage I: Pre Screening and Entry Assessments and Stage II: Foundations of Novice Driver Education (required) the State or program shall deliver the course content for The Teaching Task / Teaching and Learning Theories utilizing the model training materials which follow and the standards established in the NTDETAS Section 3 Instructor Qualifications.

This stage is designed to provide the necessary knowledge and skills for delivering classroom and behind-the-wheel instruction. Instructor candidates must be able to effectively deliver the course content covered in Stage II: Foundations of Novice Driver Education [approved driver education curricula.] Training materials are provided for this stage. If certifying as a Classroom only instructor need to complete Parts I and II of the Teaching Task. If certifying as a Behind-the-Wheel (BTW) only instructor need to complete Parts I and III of the Teaching Task. If certifying as both a Classroom and BTW instructor need to complete all three Parts of the Teaching Task. It is strongly recommended that instructor candidates take all three parts of the teaching task.

- a. The ANSTSE NTDETAS Driver Education Teaching Task Model Training Materials includes the following components:
 - i. Part I – Fundamental Concepts of Teaching and Learning
 - ii. Part II – Teaching and Learning Theories for Classroom
 - iii. Part III – Teaching and Learning Theories for BTW
- b. Formal course of instruction covering Instructional Theories (classroom and BTW)
 - iv. classroom
 - v. online
 - vi. hybrid
- c. Delivery Method – Section 3 Instructor Qualifications and ANSTSE developed Model Curriculum.
 - vii. Times within the model lesson plans are suggested minimums.
 - viii. Additional requirements set by the state agency / approved provider.
- d. Practice Teaching - Instructor candidates must successfully delivery a series of driver education classroom and BTW peer teaching assignments, from state approved curricula
 - i. Classroom peer teaching
 - ii. BTW peer teaching
 - iii. Classroom teen teaching (optional but highly recommended)
 - iv. BTW teen teaching (optional but highly recommended)
- e. Comprehensive knowledge test for successful completion of the teaching and learning theories course of instruction.
 - v. Must demonstrate a comprehensive understanding of the teaching and learning theories of all stages of instruction.

Estimated Time:

Part I – 14 hours instruction time

Part II – 21 hours instruction time

Part III – 35 hours instruction time

4. **Stage IV: Student Teaching Practicum or teaching with an experienced mentor (optional but highly recommended)** – This stage involves student teaching or teaching with an experienced mentor; and an evaluation of the instructor candidate in real-world classroom and BTW instruction.
 - a. All phases of instruction
 - b. Additional requirements set by the state agency / approved provider.

Estimated Time: Determined by the student teaching program.

5. **Stage V: Exit Assessments for successful completion of the instructor preparation program** – This stage is conducted upon successful completion of Stages I-IV to determine if the instructor candidate has the required level of knowledge and skills to teach approved driver education curricula. The Exit Assessments are required to determine if the instructor candidate has met the requirements for instructor qualification.
 - a. Exit in-vehicle teaching skills assessment of the instructor candidate
 - i. Debriefing
 - b. Exit advanced knowledge assessment of the instructor candidate
 - i. Debriefing

Estimated Time: 1 hour to administer the knowledge assessment to all instructor candidates and up to 1 hour per candidate to administer the driving assessment.

Full qualification for both classroom and behind-the-wheel is estimated at 105 instructional hours. BTW instructor only qualification is estimated at 84 instructional hours. Classroom instructor only qualification is estimated at 70 instructional hours. Instruction time does not include time to conduct entry and exit assessments and the student teaching practicum. Instruction time is based on a 3:1 student instructor ratio for Part II Classroom and Part III BTW.

Summary of Estimated Instructional Time

Stage	Estimated Instructional Time (hours)
Stage I – Entry Assessments	Assessment time determined by the State/Program and number of instructor candidates
Stage II – Foundations of Novice Driver Education (The Driving Task/Formalized Foundations Class)	35 hours
Stage III – The Teaching Task	
Part I – Fundamental Concepts	14 hours
Part II – Classroom	21 hours
Part III – BTW	35 hours
Stage IV – Student Teaching Practicum	Student Teaching Practicum time determined by the State/Program
Stage V – Exit Assessments	Assessment time determined by the State/Program and number of instructor candidates
Qualification Level	Estimated Instructional Time (hours)
Full Qualification – Both Classroom and BTW Instructor	105 hours
BTW Instructor Only	84 hours
Classroom Instructor Only	70 hours

- Notes:
1. Total suggested instruction times are minimums.
 2. Instruction time does not include time to conduct entry and exit assessments and student teaching practicum.
 3. Instruction time is based on a 3:1 student trainer ratio for Parts II and III.
 4. States and programs are encouraged to require all three parts of the teaching task.

Who Can Teach this Course?

This Teaching Task course should be taught by highly qualified master instructors to provide quality instruction to instructor candidates (ICs) or participants of the course. Master instructors teaching this course should receive a training course on how to utilize these materials. They should have a deep understanding of the entire Teaching Task course and should have experience that supports objectives and topics used in this course. Master instructors should have prior instructor training teaching experience.

Introduction to the Teaching Task

Prior to taking the Teaching Task, instructor candidates should have previously completed Stage I: Pre-Screening and Entry Assessments and the Stage II: Foundations of Novice Driver Education course. Other prerequisites to the Teaching Task include having a strong understanding of state law, having a strong understanding of the curriculum they will be teaching, having exceptional driving ability demonstrated and good visual skills.

The Teaching Task Instructor's Guide provides the module lesson plans and instructor visuals for teaching the core subject matter of teaching and learning theories for classroom and behind-the-wheel instruction. The curriculum consists of module lesson plans including outlines of content objectives, topics, teaching points, student activities, quizzes, and an end of course exam which students must pass with 80% or more accuracy. There are three parts to the teaching task:

- 1) Fundamental Concepts of Teaching and Learning,
- 2) Classroom Teaching and Learning Theories,
- 3) Behind-the-Wheel Teaching and Learning Theories.

The intent of this instructor's guide is to enhance the quality and effectiveness of training throughout a State's instructor training program and ensure a beneficial learning experience for the instructor candidates.

This curriculum is **not** designed to accomplish all of the training and information a State may wish to provide their new driver education instructors. This material should be supplemented by State material and information. This course does not cover content on the following topics:

- State requirements
- How to start a driving school

Content is provided related to the following topics, but additional training may be needed:

- Sexual harassment
- Liability protection
- On-board technologies

Optional modules are provided relating to the following topics, but additional training may be needed:

- Online driver education
- Addressing special needs
- Simulator systems and driving ranges.

An instructor candidate will need additional training in these areas if required.

The following materials should be used as references by master instructors and should be available to each instructor candidate/participant in the program:

- A copy of approved driver education curricula.
- Pre-planned driving routes for the instructor candidates to utilize.
- A copy of the State's Driver License Manual.
- A folder containing appropriate documents, application forms, test forms, evaluation forms, and similar evaluation materials.

Each module lesson plan provides instructions and program content for meeting the objectives of that lesson. In some cases it will be necessary to insert information and references that are specific for the State.

When preparing to teach a particular module of instruction, the master instructor should study the lesson plan content and the driver education curriculum thoroughly; and prepare each of the presentation visuals identified in the lesson plan. The master instructor should be familiar with the content of the visuals and be ready to ask and answer questions relating to the visual presentation. As a general rule, each key concept of the lesson is supported and reinforced by one or more presentation visuals and the use of questioning techniques. The module name and number of visuals contained in each module are provided below.

MODULE/LESSON	TITLE	NUMBER OF VISUALS
PART I		
1	Course Introduction	21
2	Fundamental Concepts of Learning	45
3	Fundamental Concepts of Teaching	46
4	How to Use Lesson Plans and Curricula	42
5	Questioning Techniques	47
6	Professional Responsibilities and Accountability	31
7	Sexual Harassment and Liability Protection	39
8	Part I Course Wrap-Up	0
9	Part I Knowledge Test	0

MODULE/LESSON	TITLE	NUMBER OF VISUALS
PART II		
0	Orientation Course Introduction and Overview	11
1	Preparing to Teach & Overview of Teaching Assign	30
2	Classroom Management	50
3	Student Assessment & Evaluation	21
4	Coordination Between Classroom & BTW	20
5	Peer Teaching Presentations	0
6	Part II Course Wrap-Up	0
7	Part II Knowledge Test	0
A	Online Driver Education and Virtual Classroom	22
B	Addressing Special Needs	18

MODULE/LESSON	TITLE	NUMBER OF VISUALS
PART III		
0	Orientation Course Introduction and Overview	12
1	Lesson Plans for In-Vehicle Instruction	66
2	Managing the Mobile Classroom	62
3	In-Vehicle Teaching Techniques	76
4	Driver Evaluation	42
5	Command and Control of the Mobile Classroom	34
6	Putting it All Together and Practice Teaching	30
7	Peer Teaching Driving Route Demonstrations	0
8	Coordination Between BTW and Classroom	19
9	On-Board Technologies	19
10	Part III Course Wrap-Up	0
11	Part III Knowledge Test	0
C	Driving Range and Simulation	40

How to Use the Instructor’s Guide

Instructor’s Guide

This guide is designed with the instructor guide lesson plans on the left side of the module (when viewing in a two-page format printed on both sides) which details the actions the master instructor should take and identifies the slides to show. The right page of the module shows the instructor the specific content and activities the candidates/participants are viewing in their workbook. See instructions below on printing the candidate/participant workbook.

The page numbers for the master instructor’s guide and participant workbook are designed to be the same so they correspond with each other. The master trainer should continually refer to the page numbers so the candidates/participants can follow along in their workbook.

Candidate/Participant Workbook

The instructor candidate/participant workbook is located on the right side of the module and provides the content and text taught during the lesson. The workbook contains activities and detailed information on the content being covered.

Printing from PDF Files

A PDF version of the complete instructor’s guide and participant workbook is provided to assist with ease of printing.

Printing from Microsoft Word Files

Each lesson plan is provided in Microsoft Word format to allow for the addition of State specific information. To print the instructor’s guide lessons, you will need to print the entire module front and back. When printing, select “Print on Both Sides.”

To print the candidate/participant workbook from the Microsoft Word file you only need to print the odd pages. In the Print Dialog Box under Settings and Print All Pages, select “Only Print Odd Pages.” You may choose to print on both sides to save on paper.

Visual Slides

For most modules, PowerPoint presentations have been provided which correspond with the text in the instructor’s guide and candidate/participant workbook. The instructor’s guide identifies the corresponding slide numbers. The first number of the slide number corresponds to the module number and the slide numbers go in order.

In Part III, there are videos in the PowerPoint presentations throughout the modules. These are to be used as examples to help the instructor candidates understand the content.

Activities

In most modules there are planned activities. These activities are optional and you may choose not to use all of them or you may develop your own. A list of the activities is provided at the beginning of the module to assist the master instructor with planning for these activities. Most of the modules in Part III include comprehensive BTW activities.

Quizzes

Most modules contain a 10 question multiple-choice / short answer quiz. These can be found behind the lesson plan and PowerPoint presentations along with answer sheets for each quiz. The answer sheets indicate which page and section the answer to the question can be found.

Optional Modules or Content

Appendices A and B in Part II and Appendix C in Part III of the course, are optional. They provide additional content on other topics. You may choose whether or not to conduct these modules.

Knowledge Tests

At the end of each Part there is a 30 question multiple-choice knowledge test, which should be given to the instructor candidates and passed before moving to the next course. The answer sheets indicate which page and section the answer to the question can be found on.

The most current versions of these materials are available for free download on the ANSTSE website at www.anstse.info.

Definitions/Acronyms Used in the Teaching Task Curriculum

ANSTSE – Association of National Stakeholders in Traffic Safety Education

Behind-the-wheel (BTW) – actual instructional driving time during which the novice driver operates a vehicle (e.g., off-street, on-street, on-highway) and is guided by an instructor in the front passenger seat. Observation is not included in behind-the-wheel time.

Curriculum – the overall written program of instruction, including classroom, behind-the-wheel, and observation instruction. Generally required to be approved by the State in which the program is delivered.

In-vehicle instruction – consists of behind-the-wheel training and observation training time.

Instructor candidate/participant (IC) – the person who is receiving training through instructor training courses to become an instructor.

Learner / student – the person who will be receiving the novice driver education course by the instructor candidate once they are a licensed instructor.

Master instructor (instructor) – the person who delivers the instructor training courses to instructor candidates.

NHTSA – National Highway Traffic Safety Administration

NTDETAS – Novice Teen Driver Education and Training Administrative Standards

Observation time – instructional time whereby novice teen drivers observe a behind-the-wheel lesson and receive perceptual practice in how to manage time and space for risk reduction outcomes.

PW – Participant Workbook

TTWG – Teacher Training Working Group

Teaching Task Sample Agenda

Part I - Fundamental Concepts of Teaching and Learning

Day 1

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 9:00 am	Module 1 – Course Introduction and Overview (1 hour)
9:00 - 11:30 am	Module 2 – Fundamental Concepts of Learning (2.5 hours)
11:30 - 12:30 pm	Lunch
12:30 - 2:45 pm	Module 3 – Fundamental Concepts of Teaching (2.25 hours)
3:00 - 5:00 pm	Module 4 – How to Use Lesson Plans and Curricula (2.5 hours)

Note: Includes Breaks

Day 2

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:30 am	Module 4 – How to Use Lesson Plans and Curricula (Continued)
8:30 - 11:00 am	Module 5 – Questioning Techniques (2.5 hours)
11:15 - Noon	Module 6 – Professional Responsibility and Accountability (2 hours)
Noon - 1:00 pm	Lunch
1:00 - 2:15 pm	Module 6 – Professional Responsibility and Accountability (Continued)
2:15 - 3:45 pm	Module 7 – Sexual Harassment and Liability Protection (1 hour 30 minutes)
3:45 - 4:15 pm	Module 8 – Classroom Course Wrap-Up (30 minutes)
4:15 - 5:15 pm	Module 9 – Fundamental Concepts of Teaching and Learning Knowledge Test 1 (1 hour)

Note: Includes Breaks

Part II Classroom Teaching and Learning Theories Course

Day 1

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:30 am	Orientation – Course Introduction and Overview (30 minutes)
8:30 - 10:00 am	Module 1 – Preparing to Teach and Overview of Teaching Assignments (1.5 hours)
10:15 - Noon	Module 2 – Classroom Management (2 hours)
Noon - 1:00 pm	Lunch
1:00 - 1:15pm	Module 2 – Classroom Management (Continued)
1:15 - 2:30 pm	Module 3 – Student Assessment and Evaluation (1 hour 20 minutes)
2:45 - 4:15 pm	Module 4 – Coordination Between Classroom and Behind-the-Wheel Instruction (1 hour 30 minutes)
4:15 - 5:00	Prepare for Teaching Presentations

Note: Includes Breaks

Day 2

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 10:00 am	Module 5 – Peer Teaching Presentation (5-10 minute introduction /summary presentation) (2 hours)
10:15 - Noon	Module 5 – Peer Teaching Presentations (two 20-30 minute presentations) (10 hours)
Noon - 1:00 pm	Lunch
1:00 - 3:30 pm	Module 5 – Peer Teaching Presentations – Continued
3:45 - 5:00 pm	Module 5 – Peer Teaching Presentations – Continued

Note: Includes Breaks

Day 3

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 10:00 am	Module 5 – Peer Teaching Presentations – Continued
10:15 - Noon	Module 5 – Peer Teaching Presentations – Continued
Noon - 1:00 pm	Lunch
1:00 - 1:45 pm	Module 5 – Peer Teaching Presentations – Continued
2:00 - 2:30 pm	Module 6 – Classroom Course Wrap-Up (30 minutes)
2:30 - 3:30 pm	Module 7 – Classroom Teaching and Learning Theory K-Test (1 hour)
3:45 - 4:30 pm	Part II Addendum Module A – Online Driver Education and Virtual Classroom – (45 minutes) – optional
4:30 - 5:00 pm	Part III Addendum Module B – Addressing Special Needs (30 minutes) - optional

Note: Includes Breaks

Part III Behind-the-Wheel Teaching and Learning Theories Course

Day 1

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:30 am	Orientation – Course Introduction and Overview (30 minutes)
8:30 - 9:30 am	Module 1 – Lesson Plans for In-Car Instruction – Classroom (2 hours)
9:45 - 10:45 am	Module 1 – Lesson Plans for In-Car Instruction – Classroom (Continued)
10:45 - Noon	Module 1 – Lesson Plans for In-Car Instruction – BTW (3 hours)
Noon - 1:00 pm	Lunch
1:00 - 2:45 pm	Module 1 – Lesson Plans for In-Car Instruction – BTW (Continued)
3:00 - 5:00 pm	Module 2 – Managing the Mobile Classroom – Classroom (2 hours)

Note: Includes Breaks

Day 2

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:15 am	Review of Previous Day
8:15 - 10:15 am	Module 2 – Managing the Mobile Classroom – BTW (2 hours)
10:30 - Noon	Module 3 – In-Car Teaching Techniques (Coaching and Correcting) – Classroom (3 hours)
Noon - 1:00 pm	Lunch
1:00 - 2:30 pm	Module 3 – In-Car Teaching Techniques (Coaching and Correcting) – Classroom (Continued)
2:30 - 5:00 pm	Module 4 – Driver Evaluation – Classroom (2.5 hours)

Note: Includes Breaks

Day 3

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:15 am	Review of Previous Day
8:15 - 10:00 am	Module 3 In-Car Teaching Techniques and Module 4 Driver Evaluation– BTW (1 hour 45 minutes)
10:15 - 11:15 am	Module 5 – Command and Control of the Mobile Class – Classroom (1 hour)
11:15 - Noon	Module 5 – Command and Control of the Mobile Class – BTW (1.5 hours)
Noon - 1:00 pm	Lunch
1:00 - 1:45 pm	Module 5 – Command and Control of the Mobile Class – BTW Continued
1:45 - 2:45 pm	Module 6 – Putting it All Together and Practice Teaching – Classroom (1 hour)
3:00 - 5:00 pm	Module 6 – Putting it All Together and Practice Teaching – BTW (5 hours 45 minutes)

Note: Includes Breaks

Part III Behind-the-Wheel Teaching and Learning Theories Course continued

Day 4

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:15 am	Review of Previous Day
8:15 - Noon	Module 6 – Putting it All Together and Practice Teaching – BTW continued
Noon - 1:00 pm	Lunch
1:00 - 5:00 pm	Module 7 – Peer Teaching Driving Route Demonstrations – BTW (6.5 hours)

Note: Includes Breaks

Day 5

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:15 am	Review of Previous Day
8:15 - 9:45 am	Module 7 – Peer Teaching Driving Route Demonstrations BTW continued
10:00 - 11:00 am	Module 8 – Coordination Between BTW Instruction and Classroom – Classroom (1 hour if not already conducted in Part II)
11:00 - Noon	Module 9 – On-Board Technologies (1 hour)
Noon - 1:00 pm	Lunch
1:00 - 1:45 pm	Module 10 – BTW Teaching and Learning Theory Course Wrap-Up (45 minutes)
2:00 - 3:30 pm	Module 11 – BTW Teaching and Learning Theory Knowledge Test (1 hour)
3:30 - 5:00	Part III Addendum Module C – Driving Ranges and Simulators (1.5 hours) – optional

Note: Includes Breaks



2017 Driver Education Instructor Training

Part I: Fundamental Concepts of Teaching and Learning

Course Syllabus

Developed By:
The Association of National Stakeholders in Traffic Safety
Education

ANSTSE

Part I: Fundamental Concepts of Teaching and Learning

Course Description:

This course will help prepare you to become a driver education instructor and be able to teach from a driver education curriculum. The purpose of the Fundamental Concepts of Teaching and Learning Course is to train individuals to become professional teachers in driver education. The course is designed to provide instructor candidates with a fundamental understanding of the teaching and learning process, and the knowledge, skills and attitudes necessary to teach driver education.

Course Objectives:

- Define teaching and learning and their key elements.
- Explain the advantages of using a variety of activities to appeal to students with different learning preferences.
- Describe the four steps of teaching and learning.
- Identify and describe the characteristics of a good instructor.
- Identify characteristics of each step of teaching and learning in the use of a lesson plan.
- Demonstrate how to use a lesson plan from a driver education curriculum.
- Demonstrate how to use questioning techniques.
- Explain how to interact with students in a professional manner.

Course Topics:

- **Fundamental concepts of learning**
 - What is learning?
 - Learning styles
 - Domains of learning
 - Characteristics of learners
 - The four-step process of teaching and learning
- **Fundamental concepts of teaching**
 - Teaching and basic instructor qualities
 - Characteristics of a quality instructor
 - How to position yourself and teach in the classroom
 - What to do as a facilitator
 - Staying silent in the classroom
- **How to use lesson plans and curricula**
 - What are lesson plans?
 - Lesson plan organization
 - Guidelines for motivation
 - Guidelines for presenting the lesson
 - Applying the lesson
 - Guidelines for evaluating

- Guidelines for summarizing the lesson
- How to use a driver education curriculum
- **Questioning techniques**
 - Questioning
 - Different types of questioning techniques
 - Handling student responses
 - Answering student's questions
- **Professional responsibility and accountability**
 - Professional dress and demeanor
 - Human and community relations
 - Maintaining and improving professional abilities
 - Driver education instructor code of ethics
- **Sexual harassment and liability protection**

Required Resources:

- ANSTSE Driver Education Instructor Training Curriculum Participant Workbook
- Approved driver education curricula
- Approved driver education textbook(s)
- State driver manual
- State traffic code
- State parent guide

Instructor Candidate Participant/ Assignments and Grading:

- Full attendance of the course is mandatory for successful completion.
- During this course you will be required to participate in:
 - Planned activities
 - Group discussions
 - Questions and answers
- There will be a quiz at the end of every module, which you must complete with at least 80% accuracy. One retake is permissible.
- You must pass the end-of-course knowledge test with at least 80% accuracy.

Duration of Course: 14 hours (2 days in length)

Module 1

Fundamental Concepts of Teaching and Learning Course Introduction and Overview

Instructor Notes

Preparation Prior to the instructor candidates' (IC) arrival, prepare the classroom or instruction area. Have a computer and visuals ready.

Have reference and handout materials available, including:

- Copy of course syllabus
- Copy of approved driver education curricula
- Copy of textbooks

Prepare classroom early enough so you can be at the classroom entrance to greet the instructor candidates as they arrive.

**Greet
Instructor
Candidates
as they
Arrive**

Establish a friendly, professional atmosphere.

First impressions go a long way in setting the tone of the course.

As instructor candidates arrive, a friendly greeting and an informal introduction will often help relieve some of the anxiety.

Professionalism is important. Your dress, manners, and how well you are organized will determine how the candidates perceive the course.

Demonstrate a positive and helpful attitude.

Module Contents

Instructor Candidate Introductions 1-2

Ground Rules 1-3

Welcome and Purpose of the Course..... 1-4

History of Driver Education..... 1-5

Objectives of the Fundamental Concepts of Teaching and Learning Course..... 1-7

Course Completion Requirements 1-8

Course Agenda 1-9

Module Summary 1-10

Instructor Notes

Introduce Self and Assistants

Self-introduction by lead instructor and assistants (if any).

- Briefly summarize your work experience and credentials.
- Have assistant instructors introduce themselves.
- Introduce any observers or visitors and explain why they are there.



Section Time

Instructor Candidate Introductions & Expectations

Instructor Candidates (ICs) provide a brief introduction of themselves and what they expect to gain from the course.

Ask them to keep it brief (no longer than one minute).

If a large class, do not conduct self-introductions.



Section Time

Show

Slides 1-1 through 1-2

Note

Option 1: Have IC's stand to introduce themselves.
Option 2: Have IC's come to the front of the room to introduce themselves (serves as their 1st presentation).

List

Expectations of the course on a flip chart as they are mentioned.

Review

The expectations you recorded during the introductions.

- Take note if an IC states an expectation inconsistent with or beyond the scope of the course.
- After all ICs introductions, take time to acknowledge expectations not in alignment and indicate that you can discuss particulars with them at an appropriate break time.

Discuss

Topics for later discussion.



Section Time

Instructor Candidate Introductions

Instructor
Candidates
Introduce
Themselves

Introduction by instructor candidates (IC):

- Name
- Where you are from
- Your expectations of the course
- Brief description of teaching experience (if any)

List your classmates' expectations of the course:

Topics for Later
Discussion

Questions or comments that cannot or should not be immediately answered can be topics for a later discussion. These topics will be noted and can help to keep the course on track.

Instructor Notes

Cover **Ground Rules**

Show **Slide 1-3**

Explain Logistics of the classroom and behind-the-wheel driving area, including:

- Directions
- Parking
- Areas for on-street and off-street instruction



Section Time

Ground Rules

Ground Rules

1. Be on time
2. Be prepared each day
 - Study the course materials
 - Bring writing materials
 - Bring participant workbook
3. Creature Comforts
 - Restrooms
 - Smoking
 - Refreshments
 - Lunch/breaks
 - Emergency exits and procedures
 - Cell phone usage
4. Clean up after yourself.

Instructor Notes

Welcome **Welcome the instructor candidates to the Fundamental Concepts of Teaching and Learning Course.**



Section Time

Show **Slide 1-4**

Note This course can be used to train instructors for the management of a driver education classroom and behind-the-wheel training.

Activity Provide the IC's with a course syllabus and indicate what is expected of each IC.

State **The purpose and importance of the Fundamental Concepts of Teaching and Learning Course.**



Section Time

Show **Slide 1-5**

Handout Course syllabus

Discuss **Rationale for a national instructor training course.**

Show **Slides 1-6 through 1-7**

Welcome and Purpose of the Course

Welcome

Welcome to the Fundamental Concepts of Teaching and Learning course. We are pleased to be a part of this important course and look forward to working with all of you.

This course will help prepare you to become a driver education instructor and be able to teach from a driver education curriculum.

The purpose and importance of the Fundamental Concepts of Teaching and Learning Course

The purpose of the Fundamental Concepts of Teaching and Learning Course is to train individuals to become professional instructors in driver education. The course is designed to provide instructor candidates with:

- a fundamental understanding of the teaching and learning process, and
- the knowledge, skills and attitudes necessary to teach driver education.

Rationale for a national instructor training course

- The goal of the program is to provide quality driver education instructor preparation for either public or commercial (private) schools. States that currently have instructor preparation programs may adopt this system.
- States or agencies that lack quality driver education instructor preparation can use this system to initiate a driver education instructor preparation program.
- The program also recognizes competence in achieving certain standards set by the Novice Teen Driver Education and Training Administrative Standards (NTDETAS) for instructors.

Instructor Notes

Discuss **History of driver education.**

Show **Slides 1-8 through 1-9**

History of Driver Education

History of driver education

- In the US, Amos Neyhart, a professor at Penn State University, started the first high school driver's education course in 1934 at a high school in State College, Pennsylvania.
- Beginning in 1949 a series of national conferences were held, sponsored by the National Commission on Safety Education within the National Education Association. These conferences represented a formal attempt to organize the movement and to bring standardization, consistency, and professionalism to programs that were developing across the United States.
- It was at the 1949 conference that the standard formula for high school driver education was put forward: 30 hours of classroom instruction and 6 hours of behind-the-wheel instruction.
- The 30+6 formula fit the high school curriculum format, and for many years, driver education was primarily taken in high schools, or in commercial courses.
- In 1966 the U.S. Congress enacted the Highway Safety Act and identified driver education as a major crash countermeasure. Driver education became a designated priority program, and matching funds were made available to the States to support growth, quality improvement, and standardization of driver education programs.
- In the late 1970's and early 1980's NHTSA used the DeKalb Study to determine the effectiveness of driver education through a state-of-the-art program that was developed. The findings ranged from negative effects to no effects to positive effects. The studies show that driver education resulted in earlier licensure.
- Since the DeKalb study there has been a decline in programming in high school driver education. As well as a decline in driving simulation and multiple-car driving ranges programming.
- In the last decade there have been major changes in how driver education is offered.
- Developments in computer technology have led to changes in the way driver education is delivered, featuring simulator technology and computer-assisted learning, often involving interactive programs.

Instructor Notes

Continue **Discussion on the history of driver education.**

Show **Slides 1-10 through 1-13**

History of Driver Education

History of driver education – continued

- In 2009, Novice Teen Driver Education and Training Administrative Standards (NTDETAS) were published as a key highway safety countermeasure for states to use in improving teen driver safety. The standards serve to guide all novice teen driver education and training programs in States striving to provide quality, consistent driver education and training.
- While previous studies did not provide conclusive evidence that driver training impacts driver safety, two recent studies show promising evidence. These include 2014's Evaluation of Beginner Driver Education Programs: Studies in Manitoba and Oregon and 2015's Driver Education and Teen Crashes and Violations in the First Two Years of Driving in a GDL System (The Nebraska Study).
- The findings from the Oregon and Nebraska studies concluded that there are modest, positive safety effects for teen drivers. These findings provide evidence that driver training can impact traffic citations and crash rates for teen drivers.
- The National Highway Traffic Safety Administration (NHTSA) offers state-wide assessments of driver education programs based on the national driver education administrative standards. At a State's request, NHTSA will send a team of experts to analyze and make recommendations to improve the driver education program.
- With funding from NHTSA, technical assistance is available, at no cost, for any State wanting to adopt and implement any components of the NTDETAS Standards. Technical assistance can be provided either offsite or onsite.
- The NTDETAS were revised in 2017 with the addition of delivery standards for classroom, behind-the-wheel and online driver education. As well as revised teacher training standards and model materials.

Instructor Notes

Cover **The objectives of the Fundamental Concepts of Teaching and Learning Course.**



Section Time

Show **Slide 1-14 through 1-15**

Emphasize These are the objectives of the course.

Objectives of the Fundamental Concepts of Teaching and Learning Course

Objectives of the Fundamental Concepts of Teaching and Learning Course

Upon successful completion of this **course**, the IC will be able to:

- Define teaching and learning and their key elements.
- Explain the advantages of using a variety of activities to appeal to students (novice driver) with different learning preferences.
- Describe the four steps of teaching and learning.
- Identify and describe the characteristics of a good instructor.
- Identify characteristics of each step of teaching and learning in the use of a lesson plan.
- Demonstrate how to use a lesson plan from a driver education curriculum.
- Demonstrate how to use questioning techniques.
- Explain how to interact with students (novice driver) in a professional manner.

Instructor Notes

Cover **The course completion requirements.**

Show **Slide 1-16**

Note **[Cover any additional State course completion requirements, if applicable.]**

Note The attendance policy must be clearly stated to the ICs.

Emphasize Attendance in this training program is essential to become a professional driver education instructor.

Indicate Points for evaluations.



Section Time

Course Completion Requirements

Course completion requirements

1. Full attendance of the course is mandatory for successful completion.
2. During this course you will be required to participate in:
 - Planned activities
 - Group discussions
 - Questions and answers
3. There will be a quiz at the end of every module, which you must complete with at least 80% accuracy. One retake is permissible.
4. You will be administered a final exam at the end of the course. You must pass the end of course (multiple choice) knowledge test with at least 80% accuracy.

Instructor Notes

Discuss **State requirements for the course.**

Show **Slide 1-17**

Distribute **The course agenda.**

Show **Slides 1-18 through 1-19**

Review **The course agenda with the ICs.**

Note **See supplementary information for a sample agenda.**



Section Time

Course Agenda

State requirements Your master instructor will explain any state requirements for the course.

Course Agenda Your master instructor will distribute a course agenda.

- **Module 1** – The Fundamental Concepts of Teaching and Learning Course Introduction and Overview
- **Module 2** – Fundamental Concepts of Learning
- **Module 3** – Fundamental Concepts of Teaching
- **Module 4** – How to Use Lesson Plans and Curricula
- **Module 5** – Questioning Techniques
- **Module 6** – Professional Responsibility and Accountability
- **Module 7** – Sexual Harassment and Liability Protection
- **Module 8** – Fundamental Concepts of Teaching and Learning Course Wrap-Up
- **Module 9** – Fundamental Concepts of Teaching and Learning Knowledge Test

Instructor Notes

Module Summary Summarize the purpose of this module
Fundamental Concepts of Teaching and Learning Course Introduction and Overview.



Section Time

Summarize The module topics.

Summarize The information that was presented in the module.

Show **Slides 1-20 through 1-21**

Evaluate The ICs understanding of the lesson by asking questions and assessing answers.

Ask A few short questions at the end of the lesson to evaluate the instructor candidates' understanding.

1. What is the purpose of the Fundamental Concepts of Teaching and Learning Course?
2. What evaluations are you expected to complete?

Questions and Answers Allow ICs to ask questions for additional information or clarification if needed. Avoid answering lengthy questions that will be covered later in the course.

Transition The next module will cover the fundamental concepts of learning.

Note Take a short break.



Elapsed Time

Module Summary

Module Summary

The purpose of the Fundamental Concepts of Teaching and Learning Course is to train individuals to become professional instructors in driver education. The course is designed to provide instructor candidates with a fundamental understanding of the teaching and learning process, and the knowledge, skills and attitudes necessary to teach driver education.

This module covered four topics:

- Ground rules.
- Purpose and objectives of the course.
- Course completion requirements.
- Course agenda.

The information that was presented in this module is essential for understanding the purpose and objectives of the fundamental concepts of teaching and learning course and the course requirements.

Transition

The next module will cover the fundamental concepts of learning.

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Instructor Training Agenda Sample

Part I - Fundamental Concepts of Teaching and Learning

Day 1

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 9:00 am	Module 1 – Course Introduction and Overview (1 hour)
9:00 - 11:30 am	Module 2 – Fundamental Concepts of Learning (2.5 hours)
11:30 - 12:30 pm	Lunch
12:30 - 2:45 pm	Module 3 – Fundamental Concepts of Teaching (2.25 hours)
3:00 - 5:00 pm	Module 4 – How to Use Lesson Plans and Curricula (2.5 hours)

Note: Includes Breaks


Day 2

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:30 am	Module 4 – How to Use Lesson Plans and Curricula (Continued)
8:30 - 11:00 am	Module 5 – Questioning Techniques (2.5 hours)
11:15 - Noon	Module 6 – Professional Responsibility and Accountability (2 hours)
Noon - 1:00 pm	Lunch
1:00 - 2:15 pm	Module 6 – Professional Responsibility and Accountability (Continued)
2:15 - 3:45 pm	Module 7 – Sexual Harassment and Liability Protection (1 hour 30 minutes)
3:45 - 4:15 pm	Module 8 – Classroom Course Wrap-Up (30 minutes)
4:15 - 5:15 pm	Module 9 – Fundamental Concepts of Teaching and Learning Knowledge Test 1 (1 hour)

Note: Includes Breaks

Module 1


Fundamental Concepts of Teaching and Learning Course Introduction and Overview



Slide 1-2

Introductions


- ▶ Name
- ▶ Where you are from
- ▶ Your expectations of the course
- ▶ Brief description of teaching experience (if any)


Module 1 PW page 1-2 

Slide 1-3

Ground Rules

- ▶ Be on time
- ▶ Be prepared each day
 - Study the course materials
 - Bring writing materials
 - Bring participant workbook
- ▶ Create Comforts
 - Restrooms
 - Smoking
 - Refreshments
 - Lunch/breaks
 - Emergency exits and procedures
 - Cell phone usage
- ▶ Clean up after yourself.




Module 1 PW page 1-3 

Slide 1-4

Welcome!

This course will:

- ▶ Help prepare you to become a driver education instructor
- ▶ Be able to teach from a driver education curriculum


Module 1 PW page 1-4 

Slide 1-5

Purpose of Course

Will provide:


- ▶ A fundamental understanding of the teaching and learning process, and
- ▶ The knowledge, skills and attitudes necessary to teach driver education.

Module 1 PW page 1-4 

Slide 1-6

Rationale for instructor Training Course

- ▶ To provide quality driver education instructor preparation for either public or commercial (private) schools.
- ▶ States that currently have instructor preparation programs may adopt this system.

Module 1 PW page 1-4 

Slide 1-7

Rationale for instructor Training Course

- ▶ States or agencies that lack quality driver education instructor preparation can use this system to initiate a driver education instructor preparation program.
- ▶ The program also recognizes competence in achieving certain standards set by the Novice Teen Driver Education and Training Administrative Standards (NTDETAS) for instructors.

Module 1 PW page 1-4

Slide 1-8

History of Driver Education

- ▶ 1934 – Amos Newhart started first high school driver’s education course
- ▶ 1949 – national conferences to bring standardization
- ▶ 1949 – 30 hours classroom and 6 hours of BTW established
- ▶ 1966 – Congress enacted Highway Safety Act and identified driver education as a major crash countermeasure

Module 1 PW page 1-5

Slide 1-9

History of Driver Education

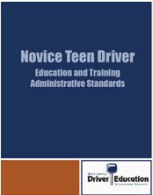
- ▶ Late 1970s/Early 1980s – Dekalb Study used to determine the effectiveness of driver education.
 - Found no effects or negative effects.
 - Resulted in early licensure.
- ▶ Since study has been a decline in high school driver education.
- ▶ Last decade major changes in how driver education is offered.

Module 1 PW page 1-5

Slide 1-10

History of Driver Education

- ▶ 2009 NTDETAS Standards were published.
- ▶ Key highway safety countermeasure for states to use in improving teen driver safety.
- ▶ Serve to guide all novice teen driver education and training programs in States striving to provide quality, consistent driver education and training.

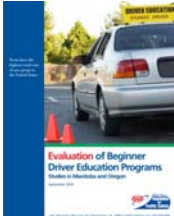


Module 1 PW page 1-6

Slide 1-11

History of Driver Education

- ▶ Findings from the Oregon and Nebraska studies concluded that there are modest, positive safety effects for teen drivers.
- ▶ These findings provide evidence that driver training can impact traffic citations and crash rates for teen drivers.



Module 1 PW page 1-6

Slide 1-12

History of Driver Education

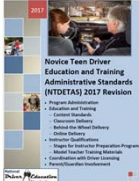
- ▶ NHTSA offers state assessments of driver education programs based on the Standards.
- ▶ At a state’s request NHTSA will send a team of experts to analyze and make recommendations to improve the driver education program.
- ▶ Off-site or on-site technical assistance is available, at no cost, to States wanting to implement the Standards.

Module 1 PW page 1-6

Slide 1-13

History of Driver Education

- ▶ The NTDETAS were revised in 2017 with the addition of:
 - Delivery standards for classroom, behind-the-wheel and online driver education.
 - Revised teacher training standards and model materials.




Module 1 PW page 1-6

Slide 1-14

Objectives of the Course

Upon successful completion of this course, you will be able to:


- ▶ Define teaching and learning and their key elements.
- ▶ Explain the advantages of using a variety of activities to appeal to students with different learning styles.
- ▶ Describe the four steps of teaching and learning.
- ▶ Identify and describe the characteristics of a good instructor.

Module 1 PW page 1-7 

Slide 1-15

Objectives of the Course


- ▶ Identify characteristics of each step of teaching and learning in the use of a lesson plan.
- ▶ Demonstrate how to use a lesson plan from a driver education curriculum.
- ▶ Demonstrate how to use questioning techniques.
- ▶ Explain how to interact with students in a professional manner.


Module 1 PW page 1-7 

Slide 1-16

Course Completion Requirements

- ▶ Full attendance of the course is mandatory.
- ▶ Planned activities
- ▶ Group discussions
- ▶ Questions and answers
- ▶ Module quizzes and pass with 80%.
- ▶ End of course knowledge test and pass with 80%.



Module 1 PW page 1-8 

Slide 1-17

State Requirements

- ▶ **Insert state requirements.**

Module 1 PW page 1-9

Slide 1-18

Agenda

- ▶ **Module 1** – The Fundamental Concepts of Teaching and Learning Course Introduction and Overview
- ▶ **Module 2** – Fundamental Concepts of Learning
- ▶ **Module 3** – Fundamental Concepts of Teaching
- ▶ **Module 4** – How to Use Lesson Plans and Curricula

Module 1 PW page 1-9

Slide 1-19

Agenda

- ▶ **Module 5** – Questioning Techniques
- ▶ **Module 6** – Professional Responsibility and Accountability
- ▶ **Module 7** – Sexual Harassment and Liability Protection
- ▶ **Module 8** – Fundamental Concepts of Teaching and Learning Course Wrap-Up
- ▶ **Module 9** – Fundamental Concepts of Teaching and Learning Knowledge Test

Module 1 PW page 1-9

Slide 1-20

Module Summary

- ▶ The information that was presented in this module is essential for understanding the purpose and objectives of the fundamental concepts of teaching and learning course and the course requirements.

Module 1 PW page 1-10 ANSTSE

Slide 1-21

Questions?

?

Module 1 PW page 1-10 ANSTSE

Module 2

Fundamental Concepts of Learning

Instructor Notes

Activities

Activity #1: Learning Assessment

Prior to the start of the course have IC's take an online learning preference assessment to determine their learning preference.

Activity #2: Senses Used in Learning

Have ICs determine what sense they learn best through and why. Have ICs complete questions. Have ICs determine how the way they learn will impact the way they teach.

Activity #3: Determining Learning Preference

Have the IC's make the "thumbs up" sign. Ask them to place on their cheek, but you place on your chin. Those who followed you are more visual and those that did what you said are more auditory centered.

Activity #4: Using the Four Learning Preferences

Have IC's give examples of ways they can make use of the four learning preferences as an instructor.

Activity #5: Domains of Learning

Have IC's identify the three domains of learning and identify 3-4 concepts using the same scenario from a driver education curriculum that fits into each of the domains.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

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Activity #2: Senses Used in Learning.....	2-5
Section 2: Learning Preferences	2-6
Activity #3: Determining Learning Preferences	2-7
Activity #4: Using the Four Learning Preferences	2-8
Section 3: Domains of Learning	2-9
Activity #4: Domains of Learning.....	2-11
Section 4: Characteristics of Teenage Learners	2-12
Section 5: The Four-Step Process of Teaching and Learning	2-14
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Module Review Activity: Key Words Matchup	2-19
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Instructor Notes

Discuss

Module Overview

Module 1 described the purpose and objectives of the course. Now it's time to focus on how to educate learners.



Section Time

Show

Slides 2-1 through 2-4

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC/participants will be evaluated
8. Length of Module
9. How the Module will benefit the IC/ participant in the real world

Note:

Remind IC's to stop you if they have any questions.

Key Words:

Write the following key words on the board. Explain that they will be defined as you proceed through the Module.

Learning	Knowledge	Attitudes
Learning Preference	Skills	Motivation
Presentation	Application	Evaluation

Note:

Remind IC's to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this Module, we discussed the Course Introduction.
2. This Module is titled “Fundamental Concepts of Learning.”
3. The purpose of this Module is to provide you with an understanding of the fundamental concepts of learning, to discuss various learning preferences, discuss the domains of learning and review the four-step teaching and learning process.
4. This Module covers five topics:
 - What is learning?
 - Characteristics of teenage learners.
 - Learning preferences
 - Domains of learning
 - The four-step teaching and learning process
5. By the end of this Module, you will be able to:
 - Define learning and its key elements.
 - Identify the characteristics of teenage learners.
 - Define the three domains of learning.
 - Describe learning as a process that involves sensory activities.
 - Explain the advantages of using a variety of activities to appeal to learners with different learning preferences.
 - Define the four steps of teaching and learning.
6. During the Module, you will be required to participate in group discussion and activities.
7. During the Module, you will be evaluated through questions and answers. Additionally, there will be a 10 question quiz at the end of the Module, which you must complete with at least 80% accuracy.
8. This Module will last approximately 2.5 hours.
9. This Module will help you to better understand the concepts of learning and the four step teaching and learning process to utilize during instruction.

Key Words:

You will learn the following key words and their meaning as you proceed through this Module:

Learning	Knowledge	Attitudes
Learning Preference	Skills	Motivation
Presentation	Application	Evaluation

Instructor Notes

Activity **Activity #1: Learning Assessment**

Show **Slide 2-5**

Prior to the start of the course have IC's take an online learning preference assessment, which gives a free assessment of their learning preference and then participate in a discussion about what a learning preference is, how it influences what we think and is learning and how it will impact the way we teach.

Activity #1: Learning Preferences

Activity

Activity #1: Learning Assessment

Prior to the start of the course you were asked to take an online learning preference assessment, which provided a free assessment of your learning preference.

Participate in a discussion about what a learning preference is, how it influences what we think and how it will impact the way we teach.

Instructor Notes

Introduce **Section 1: What is Learning?**



Section Time

Ask What is learning?

Show **Slides 2-6 through 2-7**

Discuss **The definition of learning.**

Focus On the learner's (the novice drivers) perspective.

Discuss **Key elements of learning.**

Show **Slides 2-8 through 2-12**

Emphasize Learning means being able to do something new.

Ask IC's to name the five senses (sight, smell, hearing, taste, touch).

Focus On the learner's perspective.

Section 1: What is Learning?

Introduction Section 1 will cover the definition of learning, key elements of learning and senses used in learning.

The definition of learning Learning is acquiring new knowledge, behaviors, skills, values, preferences or understanding, and may involve synthesizing different types of information.

Learning is accessing information, getting it into the brain, and processing that information to solve problems or support activities.

Learning is also an activity involving the senses that affects behavior.

Key elements of learning Learning involves the modification of behavior.

Learning occurs when:

- an individual acquires the ability to do something new (a new behavior), or
- an individual improves their performance in a positive manner.

1. Behavior

- A person learns only when he or she acquires the ability to do something new or better.
- Simply acquiring “facts” is not learning.
- Learning involves the ability to apply or use the “facts.”

2. Purposeful sensory activities

- “Purposeful” means that the learner’s activities are directed toward the behavior to be acquired.
- “Purposeful” means that the activities are free of distractions.
- “Purposeful” means that the learner participates fully in the activities.

3. Senses

- A person only learns through his or her senses.
- The more senses that are involved in learning experiences, the more efficiently the person will learn.
- All learners must participate to their ability.

Instructor Notes

Discuss **Senses used in learning.**

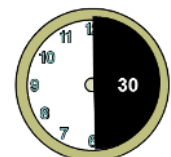
Show **Slides 2-13 through 2-14**

Activity **Activity #2: Senses Used in Learning**

Show **Slide 2-15**

1. Have ICs determine the sense that they learn best through and why. Have them complete questions in regards to this.
2. Have ICs determine how the way they learn will impact the way they teach. Will you be able to work with learners who use a different sense to learn more effectively? What can you do to make sure you don't leave some learners out?

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: What is Learning?

Senses used in learning

- People can only learn through their senses.
 - Some people learn best through hearing.
 - Some people learn best through seeing.
 - Some people learn best through touching/feeling.
- Each class is different in the percentages used and the needs of the learners.
- The best way to reach 100% of learners every time you teach is to enhance their learning (and your presentation) by using a combination of all three senses.
- The more senses involved in the learning, the more complete and efficient the learning experience.

Activity

Activity #2: Senses Used in Learning

1. Determine which senses you use most often when learning something new. Write that in the space below and then determine why you are more successful using that sense to learn.

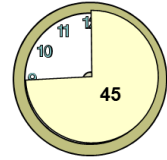
2. How do you think that will impact the way you teach? Will you be able to work with learners who use a different sense to learn more effectively? What can you do to make sure you don't leave some learners out?

Section 1
Summary

This section described what learning is and the key elements of learning, including behavior, sensory activities and your senses.

Instructor Notes

Introduce **Section 2: Learning Preferences**



Section Time

Discuss **Types of learning preferences.**

Show **Slides 2-16 through 2-17**

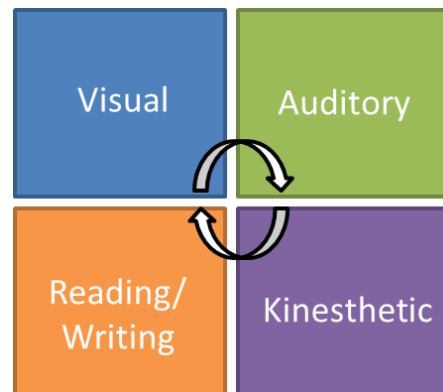
Ask **What is your learning preference?**

Section 2: Learning Preference

Introduction Section 2 will cover the types of learning preferences and the learner's job.

Types of learning preferences

1. Visual – Some people learn best through seeing.
 - Charts, graphs, flow charts, diagrams, PowerPoint slides, etc.
 - Videos and movies
 - Use symbols and words
 - Drawing
2. Auditory – Some people learn best through hearing.
 - Lectures, tutorials, tapes
 - Talk with others
 - Record your notes on tape
 - Listen, listen, listen
3. Reading/Writing – Some people learn best through reading/writing.
 - Taking notes
 - Words, lists, handouts
 - Textbooks, manuals, dictionaries, glossaries
4. Kinesthetic – Some people learn best through doing.
 - Experience
 - Examples
 - Practice
 - Simulation
 - Do it
5. Combination
 - Utilizes all or multiple learning preferences



Instructor Notes

Activity **Activity #3: Determining Learning Preferences**

Show **Slide 2-18**

1. While demonstrating, ask the instructor candidates to make the “thumbs up” sign.
2. While continuing to demonstrate, ask the instructor candidates to place the “thumbs up” sign on their cheek, **but you place the “thumbs up” sign on your chin.**
3. Note that those instructor candidate who placed the “thumbs up” sign on their chin, although you asked them to place it on their cheek, are more visual in their learning process.
4. Those who placed the “thumbs up” on their cheek are more auditory centered in their learning process.

Emphasize As instructors we tend to teach to our own learning preference but we must adjust our teaching methods to incorporate all preferences of learning.

Discuss **The learner’s job.**

Show **Slide 2-19**

Section 2: Learning Preferences

Introduction Section 2 will cover the types of learning preferences and the learner's job.

Activity **Activity #3 Determining Learning Preferences**

Follow activity with your master instructor.

The learners
job

The learners job is to:

- Participate in classroom discussion
- Participate as fully as possible in the planned learning activities

Instructor Notes

Activity **Activity #4: Using the Four Learning Preferences**

Show **Slide 2-20**

Have IC's give examples of ways they can make use of the four learning preferences as an instructor.

Answer Key

1. Auditory

- Lectures, tutorials, tapes
- Talk with others
- Record your notes on tape
- Listen, listen, listen

2. Visual

- Charts, graphs, flow charts, diagrams, PowerPoint slides, etc.
- Videos and movies
- Use symbols and words
- Draw

3. Kinesthetic

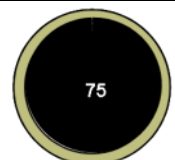
- Experience
- Examples
- Practice
- Simulation
- Do it

4. Reading/Writing

- Taking notes
- Words, lists, handouts
- Textbooks, manuals, dictionaries, glossaries

Section Summary

Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 2: Learning Preferences

Activity

Activity #4: Using the Four Learning Preferences

Give examples of ways you can make use of the four learning preferences as an instructor. What instructors can do to help learners through:

1. Auditory

2. Visual

3. Kinesthetic

4. Reading/Writing

Section 2
Summary

This section covered the types of learning preferences and the learner's job.

Instructor Notes

Introduce **Section 3: Domains of Learning**



Section Time

Discuss **The domains of learning.**

Show **Slides 2-21 through 2-24**

Emphasize For full learning to take place, all three domains of learning must take place in the learning process. Generally, attitudes are the most challenging to incorporate.

Emphasize That attitude can be the most difficult for the instructor to affect.

Ask Does teaching require all three domains?

Section 3: Domains of Learning

Introduction Section 3 will cover the domains of learning: cognitive, affective and psychomotor.

The domains of learning There are three general kinds of things that people can learn.

- They can acquire knowledge that can be applied.
- They can form or adjust attitudes that will affect what they will be willing to do and how motivated they will be to do it.
- They can develop or improve skills that can be used.

Knowledge, attitude and skills represent the three Domains of Learning.

1. Cognitive Domain = Knowledge (other terms: Concepts, facts, information, principles)
2. Affective Domain = Attitudes (other terms: Opinions, values, beliefs, outlooks, feelings/emotions)
3. Psychomotor Domain = Skills (other terms: Operations, procedures, talents)

Virtually every task requires learning in the three domains. For learning to take place all three domains must be utilized.

- Every task requires some basic knowledge on the part of the performer.
- Every performer's attitudes definitely can affect performance either positively or negatively.
- Every task requires some basic skill on the part of the performer.

Instructors in general require learning in all three domains.

Instructor Notes

Continue **Discussion on the domains of learning – continued.**

Show **Slides 2-25 through 2-27**

Emphasize The need to avoid lecture and include as many of the senses as possible in the learning process.

- Never simply talk to a class.
- Always augment verbal lectures with visual reinforcement

Section 3: Domains of Learning

The domains of learning – continued

In all three domains of learning, active involvement of as many senses as possible is essential to maximize learning achievement.

- Verbal symbols alone are the least effective!
 - Lectures
 - Reading assignments
- Visual symbols alone are just slightly better, but still insufficient.
 - Sketches
 - Photographs
- Visual symbols combined with verbal symbols are much more efficient.
 - Lectures augmented with slides
 - Lectures with chalkboard presentation
 - Sound films, video tapes
- Visual and verbal symbols combined with hands-on involvement by the learner is approaching maximum achievement.
 - Note-taking during lecture
 - “Do Touch” exhibits
 - Live demonstrations involving the learners
- Visual and verbal symbols combined with hands-on involvement in a realistic setting adding realism results in maximum achievement.

Therefore, the best way to meet the needs of 100% of the audience is to involve as many of the senses as possible.

Instructor Notes

Continue **Discussion on the domains of learning – continued.**

Activity **Activity #5: Domains of Learning**

Show **Slide 2-28**

Divide ICs into three groups: cognitive, affective and psychomotor. Using the driver education curriculum, have IC's identify concepts connected to the domain of learning. Choose a representative from each group to share information. Discuss results as a large group.

For example:

- Cognitive domain: Different types of steering.
- Affective: Apply safe operation procedures at all times.
- Psychomotor: Demonstrate how to do push pull steering using a model steering wheel.

Section Summary Give a brief summary of Section 3. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 3: Domains of Learning

The domains of learning – continued

Summary of Learning Domains

- Instructors need to acquire knowledge, develop skills, and form positive attitudes.
 - They will learn the knowledge, skills, and attitudes poorly if they only hear or read about them.
 - They will learn more efficiently if they hear and see them.
 - They will learn best if the hearing and seeing and touching take place under realistic circumstances.
-

Activity

Activity #5: Domains of Learning

Your instructor will divide you into groups. Using the driver education curriculum, identify concepts connected to the domain of learning you were assigned. A representative from each group will share information and discuss as a large group.

1. **Cognitive:** _____

2. **Affective:** _____

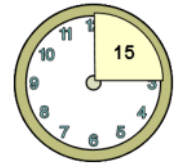
3. **Psychomotor:** _____

Section 3
Summary

This section covered the domains of learning and how virtually every job requires learning in all three domains as well as how active involvement of as many senses as possible is essential to maximize learning achievement and how people differ in the way they learn.

Instructor Notes

Introduce **Section 4: Characteristics of Teen Learners**



Section Time

Discuss **Typical characteristics of teenage learners.**

Show **Slide 2-29**

Section 4: Characteristics of Teenage Learners

Introduction Section 4 will cover typical characteristics of teenage learners and how to apply these characteristics to the classroom.

Typical characteristics of teenage learners

- Self-conscious, need to maintain their self-esteem. Teens may avoid active participation if they feel it may lead to embarrassment.
- Defensive often
- Curious
- Moody
- Know-it-all
- Narrow minded
- Does not know self
- Peer oriented/pressure
- Individual identity
- Freedom
- Insensitive about others
- Unique
- Need guidance and praise. Guidance provides teen learners with the direction they need to be successful in their work environment. Praise reinforces positive actions and motivates the individual.

Instructor Notes

Discuss **How to apply characteristics of teenage learners to the classroom.**

Show **Slides 2-30 through 2-31**

Section Summary Give a brief summary of Section 4. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 4: Characteristics of Teenage Learners

How to apply characteristics of teens to the classroom

- Teens brain functions are rapidly developing, making this period very good for learning and acquiring practical skills.
- Teenagers are very peer/friend oriented and communicating with friends becomes very important, creating distractions to learning.
- Lessons should be very interesting and motivating to increase performance and make the course more successful.
- Boring lessons cause discipline problems, missing classes and loss of interest and motivation.
- Instructors should be careful when communicating with teenagers so not to embarrass them. Critiquing should be done in a friendly manner.
- Instructors should praise achievements and progress to increase self-opinion of a teenager and help become more interested in the subject.
- Teens learn best when they are truly engaged in what they are learning, when they have the opportunity to explore, debate, discuss, examine, defend and experiment with the concepts and skills they are ready to learn.

Section 4
Summary

This section covered characteristics of teenage learners and how to apply these characteristics to the classroom.

Instructor Notes

Introduce **Section 5: The Four-Step Process of Teaching and Learning**



Section Time

Discuss **The Four-Step Teaching and Learning Process**

Show **Slide 2-32**

Discuss **The First Step of Teaching and Learning - Motivation (Overview or Introduction)**

Show **Slides 2-33 through 2-34**

State Clearly That this four-step process will be discussed and applied in each Module. This process will give the instructor candidates a systematic approach to utilizing, revising and possibly designing lesson plans and implementing them. The instructor candidates will be given opportunities throughout the course to practice using this process.

Explain Objectives must be stated clearly to the ICs before beginning the lesson.

Section 5: The Four-Step Process of Teaching and Learning

Introduction Section 5 will discuss the four-step process of teaching and learning, including motivation (overview or introduction), presentation, application, and evaluation.

The four-step process of teaching and learning Teaching and learning can be approached very efficiently as a four-step process:

1. Motivation (overview or introduction)
2. Presentation
3. Application
4. Evaluation

The first step of teaching and learning - Motivation (overview or introduction)

1. Motivation (overview or introduction): Getting the learner in a state of readiness to learn.

- a. Explaining what the learner will be able to do after completing the learning process (i.e. explaining the new behavior)
- b. Explaining why that new ability is desirable (i.e. how it will benefit their job)
- c. Explaining how the learning process will proceed (i.e. what will take place to help them develop the new abilities)

Key points concerning motivation:

- Learners generally do not enjoy “surprises” in training: they want to be informed of what is going to happen and why it is going to happen. Ex. quiz, assignments, exam dates, etc.
- Learners need to know, up front, what objectives are to be pursued: they need to know what they are going to be able to do.
- Learners who are not informed of purpose or objectives of the training will be confused and distracted during the training: the learning process will be very inefficient for them.

Instructor Notes

Discuss **The Second Step of Teaching and Learning - Presentation**

Show **Slides 2-35 through 2-36**

Emphasize This means that the instructor candidate must be able to do whatever it is that he or she is going to teach the learner to do.

Section 5: The Four-Step Process of Teaching and Learning

The second step of teaching and learning - Presentation

2. **Presentation:** Showing the learner what it is that he or she will learn.
 - a. Explaining the facts, concepts, and the principles to be grasped. (The Cognitive/Knowledge domain presentation.)
 - b. Explaining the basis and reasons for the attitudes to be formed. (The Affective/Attitude domain presentation.)
 - c. Explaining and demonstrating the skills to be acquired. (The Psychomotor/Skill domain presentation.)

Key points concerning presentation:

- Basic purpose of the presentation step is to show what they are supposed to learn to do.
- The instructor must know the facts to be covered, and must know and show how to apply those facts to the task.
- The instructor must convey and exhibit the attitudes that he or she wishes the learners to form, and the instructor must explain why those attitudes are logical and appropriate.
- The instructor must explain how the skill is to be performed, and must demonstrate (or provide a demonstration of) how the skills are performed.

Instructor Notes

Discuss **The Third Step of Teaching and Learning - Application**

Show **Slides 2-37 through 2-38**

Emphasize No one can truly learn to do something simply by watching someone else do it. The learner must have the opportunity to do it

Section 5: The Four-Step Process of Teaching and Learning

The third step of teaching and learning - Application

- 3. Application:** The learner practices and applies the new learning.
- a. If the learning is cognitive, the learner must have the opportunity to ask questions about the facts being presented, and must have the opportunity to practice applying those facts.
 - b. If the learning is affective, the learner must have the opportunity to question the attitudes and their factual basis, and to relate the proposed attitudes to his or her own personal experiences.
 - c. If the learning is psychomotor, the learner must have ample opportunity to try to perform the skill.

Key points concerning application.

- Application is the central step in the teaching-learning process.
- Application requires the highest level on the part of the learner. It involves the learner doing the job.
- Instructor's principle role during the application step is to ensure that all learners actually do become involved in practicing or trying out the learning.
- Instructor also serves as a coach and moderator during the application step.

Instructor Notes

Discuss **The Fourth Step of Teaching and Learning - Evaluation**

Show **Slides 2-39 through 2-40**

Emphasize If the instructor never tests the learner until the very end of training, it will be too late to do anything to salvage the learner if they fail.

Discuss **The teaching-learning process from the learner's perspective.**

Show **Slide 2-41**

Section Summary Give a brief summary of Section 5. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 5: The Four-Step Process of Teaching and Learning

The fourth step of teaching and learning - Evaluation

- 4. Evaluation:** Determining how well the learner is learning or has learned.
- a. Testing the learner's knowledge: Does he or she understand the concepts, facts, and principles presented? To what degree can he or she apply that knowledge?
 - b. Testing the learner's attitude: Does he or she hold the opinions and beliefs that the instructor has attempted to foster?
 - c. Testing the learner's skill: Can he or she perform in the proper way, as instructed?

Key points concerning evaluation.

- Evaluation is an integral portion of the teaching-learning process: evaluation cannot be put off until the very end of the scheduled training.
- Evaluation must occur throughout the training.
 - Evaluation during and following motivation.
 - Evaluation during and following presentation.
 - Evaluation during and following application.
- Evaluation ultimately is behaviorally oriented.

The learner's perspective

The teaching-learning process from the learner's perspective.

- 1. Motivation: "Why should I learn?"
- 2. Presentation: "What should I learn?"
- 3. Application: "Let me do it!"
- 4. Evaluation: "How am I doing?"

Section 5 Summary

This section covered the four-step process of teaching and learning.

Instructor Notes



Section Time

Module Summary Summarize the purpose of the Module “Concepts of Teaching and Learning.”

Summarize The Module objectives.

Summarize The information that was presented in this Module.

Show **Slides 2-42 through 2-45**

Key Words The following “Key Words” were introduced in this Module

Learning	Knowledge	Attitudes
Learning Preference	Skills	Motivation
Presentation	Application	Evaluation

Activity Conduct Module Review Activity: Key Words Matchup

Questions and Answers Ask a few short questions and allow instructor candidates to ask questions for additional information or clarification.

1. What are some of the key points about learning? Why?
2. What are the three domains of learning? Which is the most difficult for us to affect as instructors?
3. What are the 4 steps in the teaching and learning process?
4. When do we evaluate?

Quiz Administer quiz on Module 2.

Review Score and review quiz with ICs after completion. If a quiz needs to be retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will cover fundamental concepts of teaching.

Note Take a short break.

Module Summary

Module Summary

The purpose of the Module was to give you an understanding of the fundamental concepts of learning and to discuss different learning preferences.

By the end of this Module, you should be able to:

- Define learning and its key elements.
- Identify the characteristics of teenagers and how to apply them to the classroom.
- Define the three domains of learning.
- Describe learning as a process that involves sensory activities.
- Explain the advantages of using a variety of activities to appeal to learners with different learning preferences.
- Define the four steps of teaching and learning.

The information that was presented in this Module will help you to better understand the concepts of learning and the four step teaching and learning process.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Learning	Knowledge	Attitudes
Learning Preference	Skills	Motivation
Presentation	Application	Evaluation

Instructor Notes

Module Review Key Words Matchup Activity

Have IC's write in the letter of the associated key word.

After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

1. G
2. F
3. I
4. C
5. A
6. D
7. E
8. B
9. H

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Learning	B. Knowledge	C. Attitudes
D. Learning Preference	E. Skills	F. Motivation
G. Presentation	H. Application	I. Evaluation

1. _____ Showing the learner what it is that he or she will learn.
2. _____ Getting the learner in a state of readiness to learn.
3. _____ Determining how well the learner is learning or has learned.
4. _____ A person can form this and it affects what they will be willing to do and how motivated they will be to do it.
5. _____ An activity involving the senses that affects behavior.
6. _____ Types of these include hearing through lectures and discussing with others, seeing through slides and videos, touching through experience and reading/writing through handouts and worksheets.
7. _____ A person can acquire this through operations, procedures and talents.
8. _____ A person can acquire this through concepts, facts, information and it can be applied in the real world.
9. _____ The learner practices and applies the new learning.

Instructor Notes

Summary Sheet	Provide ICs with a summary sheet as a review of the module.
Review	Module highlights with ICs.



Elapsed Time

Summary Sheet

Summary
Sheet

Learning

Learning is acquiring new knowledge, behaviors, skills, values, preferences or understanding and may involve synthesizing different types of information. Learning is also an activity involving the senses that affects behavior.

Key Elements of Learning

- Behavior
- Purposeful sensory activities
- Senses

Senses Used in Learning

People can only learn through their senses, some people learn best through hearing, some people learn best through seeing and some people learn best through feeling/touching.

Types of Learning Preferences

There are 4 types of learning preferences: visual, auditory, reading/writing and kinesthetic.

Characteristics of Teenagers

- Self-conscious
- Defensive often
- Know-it-all
- Peer oriented/pressure
- Insensitive about others
- Experimentation with boundaries and values
- Black and white thinking (all good or all bad)

How to Apply Characteristics of Teens to the Classroom

- Lessons should be interesting and motivating
- Critiquing should be done in a friendly manner
- Praise achievements and progress
- Engage teens in learning

Instructor Notes

Summary Sheet - continued Provide ICs with a summary sheet as a review of the module.

Review Module highlights with ICs.

Summary Sheet

Summary
Sheet –
continued

Domains of Learning

Cognitive Domain – Knowledge

Affective Domain – Attitudes

Psychomotor Domain – Skills

Instructors need to acquire knowledge, develop skills, and form positive attitudes about new drivers. The best way to meet the needs of 100% of the audience is to involve as many of the senses as possible.

The Four-Step Process of Teaching and Learning


Teaching and learning can be achieved very efficiently as a four-step process:

1. Motivation (overview or introduction): Getting the learner in a state of readiness to learn.
2. Presentation: Showing the learner what it is that he or she will learn.
3. Application: The learner practices and applies the new learning.
4. Evaluation: Determining how well the learner is learning or has learned.

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Module 2


Fundamental Concepts of Learning



Slide 2-2

Purpose of the Module


- ▶ To provide you with an understanding of the fundamental concepts of learning, to discuss various learning preferences, discuss the domains of learning and review the four-step teaching and learning process.



Slide 2-3

Module Sections


- ▶ This Module covers five topics:
 - What is learning?
 - Characteristics of teen learners.
 - Learning preferences
 - Domains of learning
 - The four-step teaching and learning process



Slide 2-4

Module Objectives

- ▶ By the end of this Module, you should be able to:
 - Define learning and its key elements.
 - Identify the characteristics of teen learners.
 - Define the three domains of learning.
 - Describe learning as a process that involves sensory activities.
 - Explain the advantages of using a variety of activities to appeal to learners with different learning preferences.
 - Define the four steps of teaching and learning.




Slide 2-5

Learning Activity

Activity #1: Learning Assessment


Take an online learning preference assessment to determine your learning preference.



Slide 2-6

? Question

What is Learning?




Slide 2-7

What is Learning?

- ▶ Acquiring new knowledge, behaviors, skills.
- ▶ Accessing information.
- ▶ An activity involving the senses that affects behavior.

PW page 2-4


Module 2 

Slide 2-8

Key Elements of Learning

- ▶ Learning involves the modification of behavior.
- ▶ Learning occurs when an individual:
 - acquires to do something new, or
 - improves their performance.

PW page 2-4


Module 2 

Slide 2-9

Key Elements of Learning

- ▶ **Behavior**
 - A person learns only when he or she acquires the ability to do something new or better.
 - Simply acquiring “facts” is not learning.
 - Learning involves the ability to apply or use the “facts.”

PW page 2-4


Module 2 

Slide 2-10

Key Elements of Learning

- ▶ **Purposeful sensory activities**
 - The learner’s activities are directed toward the behavior to be acquired.
 - The activities are free of distractions.
 - The learner participates fully in the activities.

PW page 2-4


Module 2 

Slide 2-11

? Question

Name the 5 Senses

PW page 2-4


Module 2 

Slide 2-12

Key Elements of Learning

- ▶ **Senses**
 - A person only learns through his or her senses.
 - The more senses that are involved in learning experiences, the more efficiently the person will learn.
 - All learners must participate to their ability.

PW page 2-4

Module 2 

Slide 2-13

Senses Used in Learning

- ▶ Some people learn best through hearing.
- ▶ Some people learn best through seeing.
- ▶ Some people learn best through touching/feeling.

Module 2 PW page 2-5

Slide 2-14

Senses Used in Learning

- ▶ Each class is different in the percentages used and the needs of the learners.
- ▶ The best way to reach 100% of learners every time you teach is to enhance their learning by using a combination of senses.
- ▶ The more senses involved in the learning, the more complete and efficient the learning experience.

Module 2 PW page 2-5

Slide 2-15

Learning Activity

Activity #2: Senses Used in Learning

Determine what sense you learn best through and why. Determine how the way you learn will impact the way you teach.

Module 2 PW page 2-5

Slide 2-16

Types of Learning Preferences

<p>Visual</p> <ul style="list-style-type: none"> • Charts, graphs, flow charts, diagrams, PowerPoint slides, etc. • Videos and movies • Use symbols and words • Drawing 	<p>Auditory</p> <ul style="list-style-type: none"> • Lectures, tutorials, tapes • Talk with others • Record your notes on tape • Listen, listen, listen
<p>Reading/ Writing</p> <ul style="list-style-type: none"> • Taking notes • Words, lists, handouts • Textbooks, manuals, dictionaries, glossaries 	<p>Kinesthetic</p> <ul style="list-style-type: none"> • Experience • Examples • Practice • Simulation • Do It

Module 2 PW page 2-6

Slide 2-17

Question

What is Your Learning Preference?

Module 2 PW page 2-6

Slide 2-18

Learning Activity

Activity #3: Determining Learning Preference

Make the "thumbs up" sign.

Module 2 PW page 2-7

Slide 2-19

The Learner's Job

- ▶ The learner's job is to:
 - Participate in classroom discussion
 - Participate as fully as possible in the planned learning activities

Module 2 PW page 2-7 ANSTSE

Slide 2-20

Learning Activity

Activity #4: Using the Four Learning Preferences

Complete Activity in Participant Workbook

Module 2 PW page 2-8 ANSTSE

Slide 2-21

The Domains of Learning

- ▶ There are three general kinds of things that people can learn.
 - Acquire knowledge
 - Form or adjust attitudes
 - Develop or improve skills

Module 2 PW page 2-9 ANSTSE

Slide 2-22

The Domains of Learning

- ▶ Cognitive Domain = Knowledge (other terms: Concepts, facts, information, principles)
- ▶ Affective Domain = Attitudes (other terms: Opinions, values, beliefs, outlooks, feelings/emotions)
- ▶ Psychomotor Domain = Skills (other terms: Operations, procedures, talents)

Module 2 PW page 2-9 ANSTSE

Slide 2-23

? Question

Does Teaching Require all 3 Domains?

Module 2 PW page 2-9 ANSTSE

Slide 2-24

The Domains of Learning

- ▶ For learning to take place all three domains must be utilized.

Module 2 PW page 2-9 ANSTSE

Slide 2-25

The Domains of Learning

- ▶ Verbal symbols alone are the least effective!
- ▶ Visual symbols alone are just slightly better, but still insufficient.

Module 2 PW page 2-10 ANSTSE

Slide 2-26

The Domains of Learning

- ▶ Visual symbols combined with verbal symbols are much more efficient.
- ▶ Visual and verbal symbols combined with hands-on involvement by the learners is approaching maximum achievement.

Module 2 PW page 2-10 ANSTSE

Slide 2-27

The Domains of Learning

- ▶ Therefore, the best way to meet the needs of 100% of the audience is to involve as many of the senses as possible.

Module 2 PW page 2-10 ANSTSE

Slide 2-28

Learning Activity

Activity #5: Domains of Learning

Complete Activity in Participant Workbook

Module 2 PW page 2-11 ANSTSE

Slide 2-29

Characteristics of Teen Learners

- Self-conscious
- Defensive often
- Curious
- Moody
- Know-it-all
- Narrow minded
- Does not know self
- Peer oriented/pressure
- Individual identity
- Freedom
- Insensitive about others
- Unique
- Need guidance and praise

Module 2 PW page 2-12 ANSTSE

Slide 2-30

How to Apply Characteristics of Teenagers to the Classroom

- ▶ Good for learning and acquiring skills.
- ▶ Teen communication with friends creates distractions to learning.
- ▶ Lessons should be very interesting and motivating.
- ▶ Boring lessons cause discipline problems, missing classes and loss of interest.

Module 2 PW page 2-13 ANSTSE

How to Apply Characteristics of Teenagers to the Classroom

Slide 2-31

- ▶ Critiquing should be done in a friendly manner.
- ▶ Instructors should praise achievements and progress.
- ▶ Teens learn best when they are truly engaged in what they are learning.

Module 2

PW page 2-13



The Four-Step Process of Teaching and Learning

Slide 2-32

1. Motivation (overview or introduction)
2. Presentation
3. Application
4. Evaluation

Module 2

PW page 2-14



1. Motivation (overview or introduction)

Slide 2-33

- ▶ Getting the learner in a state of readiness to learn.
 - Objectives
 - Benefits
 - Expectations and Activities

Module 2

PW page 2-14



Key Points Concerning Motivation

Slide 2-34

Learners:

- ▶ want to be informed of what is going to happen.
- ▶ need to know what they are going to be able to do.
- ▶ who are not informed of the purpose or objectives will be confused and distracted.

Module 2

PW page 2-14



2. Presentation

Slide 2-35

- ▶ Showing the learner what it is that he or she will learn.
 - Facts, concepts, principles.
 - Basis and reasons for the attitudes to be formed.
 - Skills to be acquired.

Module 2

PW page 2-15



Key Points Concerning Presentation

Slide 2-36

- ▶ Show what they are supposed to learn.
- ▶ Instructor must know the facts to be covered and apply it to the task.
- ▶ Convey and exhibit the attitudes that he or she wishes the learner to form.
- ▶ Explain and demonstrate how the skill is to be performed.

Module 2

PW page 2-15



Slide 2-37

3. Application

- ▶ The learner practices and applies the new learning.
 - **Cognitive** – ask questions about the facts being presented.
 - **Affective** – question the attitudes and their factual basis and relate to personal experiences.
 - **Psychomotor** – perform the skill.

Module 2 PW page 2-16 ANSTSE

Slide 2-38

Key Points Concerning Application

- ▶ Central step in the process.
- ▶ Requires the highest level on the part of the learner.
- ▶ Ensure that all learners actually do become involved.
- ▶ Instructor serves as a coach and moderator.

Module 2 PW page 2-16 ANSTSE

Slide 2-39

4. Evaluation

- ▶ Determining how well the learner is learning or has learned.
 - **Knowledge:** Does he or she understand the concepts, facts, and principles presented?
 - **Attitude:** Does he or she hold the opinions and beliefs that the instructor has attempted to foster?
 - **Skill:** Can he or she perform in the proper way, as instructed?

Module 2 PW page 2-17 ANSTSE

Slide 2-40

Key Points Concerning Evaluation

- ▶ Evaluation cannot be put off until the very end of the scheduled training.
- ▶ Evaluation must occur throughout the training.
 - Evaluation during and following motivation.
 - Evaluation during and following presentation.
 - Evaluation during and following application.

Module 2 PW page 2-17 ANSTSE

Slide 2-41

The Learner's Perspective

1. Motivation: "Why should I learn?"
2. Presentation: "What should I learn?"
3. Application: "Let me do it!"
4. Evaluation: "How am I doing?"

Module 2 PW page 2-17 ANSTSE

Slide 2-42

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Define learning and its key elements.
 - Identify the characteristics of teen learners.
 - Define the three domains of learning.
 - Describe learning as a process that involves sensory activities.
 - Explain the advantages of using a variety of activities to appeal to learners with different learning preferences.
 - Define the four steps of teaching and learning.

Module 2 PW page 2-18 ANSTSE

Slide 2-43

Questions and Answers

1. What are some of the key points about learning? Why?
2. What are the three domains of learning? Which is the most difficult for us to affect as instructors?
3. What are the 4 steps in the teaching and learning process?
4. When do we evaluate?

Module 2 PW page 2-18 ANSTSE

Slide 2-44

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 2 PW page 2-19 ANSTSE

Slide 2-45

Questions?

?

Module 2 ANSTSE

Part I Module 2 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either select or fill in the best answer from the questions below.

1. The best way to reach 100% of your students every time you teach is through:
 - a. Lectures and talking with others.
 - b. Physically practicing the skill.
 - c. Using a combination of all senses.

2. An example of the affective domain is:
 - a. Apply safe operation procedures at all times.
 - b. How to do push pull steering using a model steering wheel.
 - c. The two different types of steering utilized when driving.

3. What preference of learning results in maximum learning achievement?
 - a. Visual symbols alone.
 - b. Visual and verbal symbols.
 - c. Visual, verbal symbols and hands-on.

4. Which is true of the characteristics of teen learners? Teens:
 - a. Are self-directed.
 - b. Set goals for themselves.
 - c. Want to be engaged.

5. What may result if learners are not informed of the purpose or objectives of training?
 - a. The course will allow the students to bring in their own experiences.
 - b. The learning process will be very inefficient for them.
 - c. The students can set their own goals and objectives.

6. Which of the teaching and learning steps is central in the teaching-learning process?
 - a. Application
 - b. Evaluation
 - c. Presentation

7. When should evaluation take place during the course?
 - a. At the end of the course
 - b. Following the motivation step.
 - c. Throughout the training.

8. What is learning?

9. List three characteristics of teen learners:

a.

b.

c.

10. List three ways you can apply the characteristics of teens to the classroom?

a.

b.

c.

Module 3

**Fundamental Concepts of
Teaching**

Instructor Notes

Activities

Activity #1: Count the F's Activity

Have IC's read a sentence and count the number of "F's" to emphasize we may not be as aware as we think we are.

Activity #2: The Spell SPOT activity

Have IC's spell SPOT out loud. Then ask, what do you do when you come to a "GREEN LIGHT"? Repeat until they realize what they have said to show how we can fall into mental monotony.

Activity #3: The Best Teacher You Ever Had

Have IC's think of the best teacher they ever had and why that person was so special.

Activity #4: Characteristics of a Quality Instructor and Distracting Mannerisms

Have IC's list 5 characteristics of a quality instructor and 5 distracting mannerisms.

Activity #5: Positioning Yourself in the Classroom

Have IC's explain how you should position yourself in the classroom.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

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Instructor Notes

Discuss

Module Overview

The previous Module dealt with the concepts of learning. Now it is time to focus on the concepts of teaching, instructor characteristics and why they are important for improving presentational skills.



Show

Slides 3-1 through 3-4

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC's will be evaluated
8. Length of Module
9. How the Module will benefit the IC in the real world

Note:

Remind IC's to stop you if they have any questions.

Key Words: Write the following key words on the board. Explain that they will be defined as you proceed through the module.

Confidence	Poise	Voice fluctuation
Teaching	Fillers	Planning skills
Communication skills	Coaching skills	Facilitator

Note:

Remind ICs to ask if they are unfamiliar with any terminology.

Module Overview

- Module Overview
1. Prior to this module, we discussed Fundamental Concepts of Learning.
 2. This module is titled “Fundamental Concepts of Teaching.”
 3. The purpose of this lesson is to present you with the fundamental concepts of teaching, introduce you to some of the characteristics that a quality instructor possesses and why they are important for improving presentation skills.
 4. This module covers five topics:
 - Characteristics of a good instructor.
 - Teaching and basic instructor qualities.
 - What to do as a facilitator.
 - How to position yourself in the classroom.
 - Staying silent in the classroom.
 5. By the end of this module, you will be able to:
 - Describe the characteristics of a good instructor.
 - Describe instructor characteristics as related to the three domains of learning.
 - Describe the importance of observing and listening to learners.
 - Demonstrate how to use your body and voice in classroom teaching.
 - Demonstrate how to position yourself in the classroom.
 - Describe the importance of staying silent and when to stay silent.
 6. During the module, you will be required to participate in group discussion and planned activities.
 7. During the module, you will be evaluated through questions and answers. Additionally, there will be a 10 question quiz at the end of the module, which you must complete with at least 80% accuracy.
 8. This module will last approximately 2 hours 15 minutes.
 9. This module will help you to improve your presentation skills.

Key Words: You will learn the following key words and their meaning as you proceed through this module:

Confidence	Poise	Voice fluctuation
Teaching	Fillers	Planning skills
Communication skills	Coaching skills	Facilitator

Instructor Notes

Activity **Activity #1: Count the F's Activity**

Ask The instructor candidates: How aware do you think you are when you teach?

Show **Slide 3-5** just long enough for the IC's to read the sentence enclosed in the box and then to go back and count the number of "F's" in the sentence.

Turn off the slide and have the IC's write down their response on a piece of paper. Go around the room asking each instructor candidate for their response.

Give them another chance at counting the "F's". Remember their answers from the first round to see if they have changed.

Re-display Slide 3-5 and cover the six "F's". Emphasize we may not be as aware as we think we are.

Activity **Activity #2: The Spell SPOT activity**

Tell The IC's here is a chance to redeem yourselves from the last activity.

Show **Slide 3-6** Spell SPOT.
Have **all** the IC's spell SPOT out loud.
Then ask, What do you do when you come to a "GREEN LIGHT"?
Repeat until they realize what they have said.

Emphasize This activity shows that we can fall into mental monotony. This is very easily done in training.

Summarize The main aspects of characteristics of a good instructor, testing your awareness in training, and not falling into mental monotony.

Module Overview

Activity

Activity #1: Count the F's Activity

Read the sentence enclosed in the box on the screen and then go back and count the number of "F's" in the sentence.

Activity

Activity #2: The Spell SPOT Activity

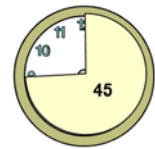
Spell the word SPOT out loud.

Follow your master instructor's directions for the rest of this activity.

Instructor Notes

Introduce

Section 1: Teaching and Basic Instructor Qualities



Section Time

Ask

What is teaching?

Ask

For responses.

Discuss

The definition of teaching.

Show

Slides 3-7 through 3-8

Discuss

What is an instructor?

Show

Slide 3-9

Discuss

The instructor's role.

Show

Slides 3-10 through 3-12

Section 1: Teaching and Basic Instructor Qualities

Introduction Section 1 will discuss the definition of teaching, what an instructor is, the instructor's role, the responsibility of an instructor and the fundamental skills required for effective teaching.

The definition of teaching To prepare and coach for a specific behavior in a specialized content area.

The process of providing an efficient learning environment.

To direct, as an instructor; to manage, to guide the studies of; to instruct; to inform; to conduct through a course of studies.

To impart knowledge or skill to, to provide knowledge of, instruct in, to condition to a certain action or frame of mind, to cause to learn by example or experience.

What is an instructor? One who can cause information to be shared (a facilitator).

Manages, coordinates, and facilitates the teaching and learning process.

The instructor's role 1. The instructor's role is to **do** some or all of the tasks related to driving.

- To enhance the learning, arrange for a subject matter expert to support you (i.e. insurance agent, police officer, trauma nurse)

2. The instructor's role is to **teach** those tasks.

3. Key roles of an instructor are to:

- Provide an efficient learning environment.
- Facilitate the learning process.
- Help the learners teach each other.

4. The instructor must make sure the learning:

- Is directed toward the desired behavior.
- Is free of distractions.
- Helps the learners to fully participate.

Instructor Notes

Discuss **The responsibility of an instructor.**

Show **Slide 3-13**

Emphasize The importance of having a positive attitude and to make learning enjoyable.

Discuss **Instructor performance requirements.**

Show **Slide 3-14**

Section 1: Teaching and Basic Instructor Qualities

Responsibility of an instructor

The fundamental responsibility of an instructor is to:

- Show the learners how to do the task.
- Coach the learners when they practice doing the task.
 - Requires knowledge of the proper way to perform the task.
 - Requires ability to recognize when the learner is not doing the task properly, and when they are.
- Evaluate learners when they perform the task.

Instructor performance requirements

The instructor should:

- Have a firm grasp of the facts, concepts and principles that a driver must possess.
- Believe in the concepts they are presenting. Sincerely hold the opinion and values that any performer of the profession will teach with enthusiasm and believe their discipline has great value.
- At least be capable of executing the skills and procedures to the minimum level of proficiency expected of an adequate performer or must be able to make the necessary arrangements to demonstrate at least satisfactory performance to the learners.

Instructor Notes

Discuss **The fundamental skills required for teaching.**

Show **Slide 3-15**

Discuss **The fundamental attitudes required for effective teaching.**

Show **Slide 3-16**

Emphasize You are there to help the learners and you should not place yourself above them. Treat them as you would have them treat you if the roles were reversed.

Section 1: Teaching and Basic Instructor Qualities

The fundamental skills required for teaching

The fundamental skills required for teaching are:

1. Planning skills.

- Ability to analyze the tasks to be taught to identify their basic elements.
- Ability to organize the elements in a logical sequence for presentation and demonstration.

2. Communication skills.

- Ability to motivate learners.
- Ability to explain techniques.
- Ability to demonstrate clearly.

3. Coaching skills.

- Ability to correct learners errors- “Coaching by Correction.”
 - Ability to explain how to perform the task better.
 - Ability to give positive reinforcement.
-

The fundamental attitudes required for teaching

1. Teaching is a profession worth doing well!

- Adequate preparation for the teaching task.
- Attention to details.

2. The skill to be taught is a task worth doing well.

- The learning objectives are important.
- The topical contents are important.
- The learning activities are important.

3. The instructor is there to help the learners.

- Courtesy, tact, empathy, and caring.
- Patience is very important.
- Self-control.

Instructor Notes

Summarize **Qualities of an effective instructor.**

Show **Slides 3-17 through 3-19**

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: Teaching and Basic Instructor Qualities

Summary of qualities of an effective instructor

- 1. Fundamental attributes of the instructor.**
 - Must possess comprehensive knowledge.
 - Must possess fundamental skills.
 - Must possess positive attitude.

- 2. Thorough preparation for the teaching assignments.**
 - Knows the objectives.
 - Knows the material.
 - Knows the learning activities.
 - Assemble resources needed.

- 3. Professionalism as an instructor.**
 - Prepares the learner to learn.
 - Presents clearly and enthusiastically.
 - Ensures ample, effective practice.
 - Evaluates learners fairly.

- 4. Exhibits respect for the learners.**

Section 1
Summary

This section covered the definition of teaching, what an instructor is, the instructor's role, the responsibility of an instructor and the fundamental skills required for effective teaching.

Instructor Notes

Introduce **Section 2: Characteristics of a Quality Instructor**



Section Time

Activity **Activity #3: The Best Teacher You Ever Had**

Show **Slide 3-20**

1. Ask the IC's to remember back through all of their education (elementary, high school, post high school, any other training), and remember the best Instructor/Teacher/Trainer they ever had.
2. Have them write down on a piece of paper, in two-three words, what made that person so special that they stuck out among all the others.
3. Then go around the room and ask each IC to describe in those two-three words the best teacher they ever had.
 - Write responses on whiteboard or smart board.
 - It's ok for the IC's to have the same characteristics.
4. Summarize the main characteristics mentioned.
5. Ask the IC's to remember the worst teacher they ever had and write down in two-three words why.
6. Quickly go around the room and have the IC's describe why. And summarize these poor characteristics.

Section 2: Characteristics of a Quality Instructor

Introduction

Section 2 will cover the characteristics of a quality instructor.

Activity

Activity #3: The Best Teacher You Ever Had

1. Think of the best instructor/teacher you ever had. In two-three words, describe what made that person so special that they stuck out among all the others.

2. Think of the worst teacher you ever had and write down in two-three words why.

Instructor Notes

Discuss **Characteristics of a quality instructor.**

Show **Slides 3-21 through 3-25**

Section 2: Characteristics of a Quality Instructor

Characteristics of a quality instructor

- Knowledgeable
 - Have a working knowledge of key concepts
 - Understand where key concepts came from
 - Understand the rationale for including key information in lessons
 - Understand relationships of key concepts
- Confident
- Poised
- Good communicator
 - Proper enunciation
 - Uses appropriate language
- Patient
 - Learners can tell when a trainer is getting impatient
 - Patience should be 100% sincere
- Builds healthy relationships
 - Know their learners and what makes them tick
 - Understand that it is more about the learner than the content
- Understanding and sincerity
 - Empathy for learners (feeling and thoughts)
 - Speaks to learners at learners' level
- Positive attitude towards learning
- Enthusiastic or outgoing
- Makes learning enjoyable and know how to motivate and engage learners
- Uses humor but avoids jokes
- Good eye contact
 - Maintain eye contact with the entire class
 - Common instructor errors with eye contact include focusing on:
 - The left or right side of the class only
 - Problem or challenging learners
 - Learners of the opposite gender

Instructor Notes

- Continue** **Discussion on the characteristics of a quality instructor – continued**
- Show** **Slides 3-26 through 3-31**
- Ask** IC's for examples of distracting mannerisms.
- Summarize** The main characteristics of a good instructor.
- Ask** IC's if one individual can possess all of these characteristics?
- Emphasize** There are more good characteristics of an instructor than what is listed here.

Section 2: Characteristics of a Quality Instructor

Characteristics of a quality instructor – continued

- Voice fluctuation and changing pitch of voice to make presentation more interesting
- Use different methods to reach their learners
 - Understands elements of good teaching
 - Understands how to use different teaching strategies
 - Willing to try new things when old things aren't working
 - If learners don't learn the way you teach, teach the way they learn
- Teaches to the objective
- Asks questions to generate discussion
- Allows time for questions
- Listens to learners' questions
- Answers learners' questions clearly
- Monitors the learners and adjusts the teaching accordingly
- No distracting mannerisms
 - Playing with pens / remotes / etc.
 - Standing in front of screen
 - Hands in pockets
- No fillers
 - Ahs and ums
 - Okays / all rights
 - You know / I mean / you know what I mean
 - Actually / basically
 - Well

"Don't bother being better than your contemporaries or predecessors. Try to be better than yourself."

William Faulkner

"We are what we repeatedly do. Excellence then, is not an act but a habit."

Aristotle

Instructor Notes

Activity **Activity #4: Characteristics of a Quality Instructor and Distracting Mannerisms**

Show **Slide 3-32**

Have IC's list 5 characteristics of a quality instructor and 5 distracting mannerisms.

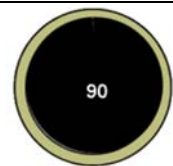
After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

See pages 3-9 through 3-10

**Section
Summary**

Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.



Section 2: Characteristics of a Quality Instructor

Activity

Activity #4: Characteristics of a Quality Instructor and Distracting Mannerisms

List 5 characteristics of a quality instructor.

1. _____
2. _____
3. _____
4. _____
5. _____

List 5 distracting mannerisms of an instructor.

1. _____
2. _____
3. _____
4. _____
5. _____

Section
Summary

Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.

Instructor Notes

Introduce **Section 3: How to Position Yourself and Teach in the Classroom**



Section Time

Discuss **Positioning yourself and teaching in the classroom.**

Show **Slides 3-33 through 3-37**

Section 3: How to Position Yourself and Teach in the Classroom

Introduction

Section 3 will cover how to position yourself and teach in the classroom.

Positioning yourself and teaching in the classroom

- When utilizing visuals such as slides, avoid standing in front of the screen.
- Do not read from slides
 - It is tempting to look at slides during a presentation. Control the impulse of keeping your eyes fixed on the screen.
 - If you need to glance at the slide, stop talking while you look at the screen, turn to the audience, and then continue speaking.
 - Your preparation before class will mean that you are familiarized with the content.
- Use body language, but avoid repetitive (distracting) mannerisms
 - Hands:
 - Use hands to emphasize your message
 - Avoid:
 - Having anything other than a pointer in your hands
 - Having hands in your pockets
 - Holding hands behind your back
 - Crossing your arms
 - Hands in your lap
 - Wringing your hands
 - Feet:
 - Do not stay in one spot. Take a few steps to keep the focus on you.
 - Move a step closer to the audience to emphasize a point or call attention to a participant.
 - Voice:
 - Change your pitch, speed, and tone to emphasize points and build to a conclusion.
 - Your tone tells the learners how interested *you* are in the material.
- Always maintain eye contact
 - Do not speak unless you have eye contact with the audience.
- Face the audience
 - Learners will look at you during the class. You should return their attention.

Instructor Notes

Activity **Activity #5: Positioning Yourself in the Classroom**

Show **Slide 3-38**

Have IC's explain how you should position yourself in the classroom.

After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

See page 3-12

Section Summary Give a brief summary of Section 3. Ask a few short questions before proceeding onto the next section.



Section 3: How to Position Yourself and Teach in the Classroom

Activity

Activity #5: Positioning Yourself in the Classroom

Explain how you should position yourself in the classroom.

Section 3
Summary

Section 3 covered how to position yourself in the classroom.

Instructor Notes

Introduce **Section 4: What to do as a Facilitator**



Section Time

Discuss **The definition of a facilitator.**

Show **Slide 3-39**

Discuss **What to do as a facilitator.**

Show **Slide 3-40**

Emphasize **Be creative as the instructor.**

Discuss **How to vary your training techniques?**

Show **Slide 3-41**

Emphasize **Avoid lecturing all the time.**

Section Summary Give a brief summary of Section 4. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 4: What to do as a Facilitator

Introduction Section 4 will discuss what to do as a facilitator and how to vary your training techniques.

Definition of a facilitator Someone who helps people learn. One who helps achieve desired outcomes.

What to do as a facilitator

- Talk!
- Write on the board
- Ask learners to read
- Ask questions to generate discussion
- Use color in presentations
- Use props
- Use exercises
- Use handouts
- Use media
- Use technology

How to vary your teaching techniques relevant to the objectives

- Lecture
- Discussion
- Demonstration
- Practical Exercise
- Learner centered activities
- Role Play
- Brainstorming
- Case Study
- Gaming (i.e. Jeopardy, Family Feud, Bingo)

Section 4 Summary This section covered what to do as a facilitator and how to vary your training techniques.

Instructor Notes

Introduce **Section 5: Staying Silent in the Classroom**

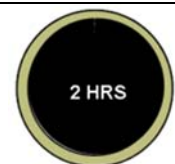


Section Time

Discuss **Staying silent.**

Show **Slide 3-42**

Section Summary Give a brief summary of Section 5. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 5: Staying Silent in the Classroom

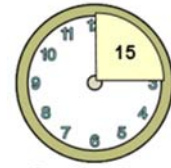
Introduction Section 5 will cover the importance of and when to stay silent in the classroom.

- Staying silent in the classroom
- Be silent during exercises, quizzes and tests.
 - Review after they are completed. (Some learners cannot focus if others – especially the trainers - are talking.)
 - Give learners time to think when asking questions and allow them time to process their thoughts.

The worst thing about a bore is not that he won't stop talking, but that he won't let you stop listening. - Unknown

Section 5 Summary Section 5 covered the importance of and when to stay silent.

Instructor Notes



Module Summary Summarize the purpose of the module “Fundamental Concepts of Teaching.”

Summarize The module objectives.

Summarize The information that was presented in the module.

Show **Slides 3-43 through 3-46**

Key Words The following “Key Words” were introduced in this module.

Confidence	Poise	Voice fluctuation
Teaching	Fillers	Planning skills
Communication skills	Coaching skills	Facilitator

Activity Conduct Module Review Activity: Key Words Matchup.

Questions and Answers Ask a few short questions and allow instructor candidates to ask questions for additional information or clarification.

1. What are some characteristics of a quality instructor?
2. What are some of the key points about teaching? Why?
3. What are the fundamental skills required for teaching?

Quiz Administer quiz on Module 3.

Review Score and review quiz with instructor candidates after completion. If a quiz needs to be retaken have the IC retake the quiz the next day.

Transition The next module will cover how to use lesson plans and curricula.

Note Take a short break.

Module Summary

Module Summary

The purpose of this lesson was to discuss the fundamental concepts of teaching, instructor characteristics and why they are important for improving presentation skills.

By the end of this Module, you should be able to:

- Describe the characteristics of a good instructor.
- Describe instructor characteristics as related to the three domains of learning.
- Describe the importance of observing and listening to learners.
- Demonstrate how to use your body and voice in classroom teaching.
- Demonstrate how to position yourself in the classroom.
- Describe the importance of staying silent and when to stay silent.

The information that was presented in this module will help you to improve your presentation skills and become a quality instructor.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Confidence	Poise	Voice fluctuation
Teaching	Fillers	Planning skills
Communication skills	Coaching skills	Facilitator

Instructor Notes

Module **Key Words Matchup**

Review Activity

Have IC's write in the letter of the associated key word.

After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

1. C
2. D
3. B
4. G
5. A
6. E
7. H
8. F
9. I

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Confidence	B. Poise	C. Voice fluctuation
D. Teaching	E. Fillers	F. Planning skills
G. Communication skills	H. Coaching skills	I. Facilitator

1. _____ A characteristic of a good instructor, meaning to change often from high to low levels.
2. _____ To prepare and coach for a specific behavior in a specialized content area.
3. _____ A characteristic of a good instructor, meaning calm self-assured dignity.
4. _____ Ability to explain techniques and demonstrate clearly.
5. _____ A characteristic of a good instructor, meaning a belief in your ability to succeed.
6. _____ An example of this is saying “ah” and “um.”
7. _____ Ability to correct learners’ errors and give positive reinforcement.
8. _____ Ability to organize the elements in a logical sequence for presentation and demonstration.
9. _____ Someone who helps people learn. One who helps achieve desired outcomes.

Instructor Notes

Summary Sheet Provide IC's with a summary sheet as a review of the module.

Review Module highlights with IC's.



Elapsed Time

Summary Sheet

Summary
Sheet

Definition of Teaching

To prepare and coach for a specific behavior in a specialized content area.

The Instructor's Role

- To do some or all of the tasks related to driving.
- To teach those tasks.

Instructor Performance Requirements

- Firm grasp of essential facts, concepts and principles.
- Believe in the concepts they are presenting. Sincerely hold the opinion and values that any performer of the profession will teach with enthusiasm and believe their discipline has great value.
- Be capable of executing the skills and procedures to a minimum level of proficiency.

Fundamental Skills Required for Teaching

- Planning skills.
- Communication skills.
- Coaching skills.

Fundamental Attitudes Required For Teaching

- Teaching is a profession worth doing well.
- The skill to be taught is a task worth doing well.
- The instructor is there to help the learners.

Qualities of an Effective Instructor

- Adequate ability of the teaching task.
- Thorough preparation for the teaching assignments.
- Professionalism as an instructor.
- Exhibits respect for the learners.

Instructor Notes

Summary Sheet	Provide instructor candidates with a summary sheet as a review of the module – continue
Review	Module highlights with instructor candidates – continue

Summary Sheet

Summary
Sheet –
continued

Characteristics of a Quality Instructor

A good instructor should:

- Be knowledgeable, confident and posed.
- Be a good communicator and be patient and understanding.
- Build healthy relationships with their learners.
- Have a positive attitude towards learning and make learning enjoyable.
- Maintain eye contact with the class and should not show any distracting mannerisms that may distract the learners.
- Use different methods to reach their learners.

Positioning Yourself and Teaching in the Classroom

When utilizing visuals such as slides, avoid standing in front of the screen. Do not read from the slides and always maintain eye contact with the class. Do not stand in one spot. Take a few steps to keep the focus on you. Use body language, but avoid repetitive (distracting) mannerisms. Change your pitch, speed and tone to emphasize points and build to a conclusion.

What to Do as a Facilitator

A facilitator is someone who helps people learn and helps achieve desired outcomes. As a facilitator write on the board, ask learners to read, ask questions, use exercises, media, handouts and technology. Use different teaching methods to vary your teaching techniques such as discussion, demonstration, learner centered activities, role play, case studies, etc.


Staying Silent in the Classroom

You should be silent during exercises, quizzes and tests. Review after the learners have completed. Give learners time to think when asking questions and allow them time to process their thoughts.

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Module 3


Fundamental Concepts of Teaching



Slide 3-2

Purpose of the Module


- ▶ The purpose of this lesson is to present you with the fundamental concepts of teaching, introduce you to some of the characteristics that a quality instructor possesses and why they are important for improving presentation skills.



Slide 3-3

Module Sections


- ▶ **This Module covers five topics:**
 - Characteristics of a good instructor.
 - Teaching and basic instructor qualities.
 - What to do as a facilitator.
 - How to position yourself in the classroom.
 - Staying silent in the classroom.



Slide 3-4

Module Objectives

- ▶ By the end of this Module, you should be able to:
 - Describe the characteristics of a good instructor.
 - Describe instructor characteristics as related to the three domains of learning.
 - Describe the importance of observing and listening to learners.
 - Demonstrate how to use your body and voice in classroom teaching.
 - Demonstrate how to position yourself in the classroom.
 - Describe the importance of staying silent and when to stay silent.




Slide 3-5

Learning Activity

Activity #1: Count the F's

**FINISHED FILES ARE THE RESULT
OF YEARS OF SCIENTIFIC STUDY
COMBINED WITH THE
EXPERIENCE OF MANY YEARS.**



Slide 3-6

Learning Activity

Activity #2: Spell SPOT Activity

- ▶ Everyone Spell Out Loud

SPOT



Slide 3-7

? Question

What is Teaching?

Module 3 PW page 3-4 ANSTSE

Slide 3-8

What is Teaching?

- ▶ To prepare and coach for a specific behavior in a specialized content area.
- ▶ Providing an efficient learning environment.
- ▶ To direct, manage, guide the studies of.
- ▶ To impart knowledge or skill to, to cause to learn by example or experience.

Module 3 PW page 3-4 ANSTSE

Slide 3-9

What is a Teacher/Instructor/ Coach?

- ▶ One who can cause information to be shared.
- ▶ Manages, coordinates, and facilitates the teaching and learning process.

Module 3 PW page 3-4 ANSTSE

Slide 3-10

The instructor's Role

- ▶ To do some or all of the tasks related to driving.
 - If you cannot perform all tasks, arrange for a subject matter expert.
- ▶ To teach those tasks.

Module 3 PW page 3-4 ANSTSE

Slide 3-11

The instructor's Role continued

- ▶ Provide an efficient learning environment.
- ▶ Facilitate the learning process.
- ▶ Help the learners teach each other.

Module 3 PW page 3-4 ANSTSE

Slide 3-12

The instructor's Role continued

- ▶ The instructor must make sure the learning:
 - Is directed toward the desired behavior.
 - Is free of distractions.
 - Helps the learners to fully participate.

Module 3 PW page 3-4 ANSTSE

Slide 3-13

Responsibility of an instructor

- ▶ Show the learners how to do the task.
- ▶ Coach the learners when they practice doing the task.
- ▶ Evaluate learners when they perform the task.

Module 3 PW page 3-5 ANSTSE

Slide 3-14

Instructor Performance Requirements

The instructor should:

- ▶ Have a firm grasp of the facts, concepts and principles.
- ▶ Believe in the concepts they are presenting.
- ▶ Execute the skills and procedures to the minimum level of proficiency.

Module 3 PW page 3-5 ANSTSE

Slide 3-15

The Fundamental Skills Required for Teaching

- ▶ Planning skills
- ▶ Communication skills
- ▶ Coaching skills

Module 3 PW page 3-6 ANSTSE

Slide 3-16

The Fundamental Attitudes Required for Teaching

- ▶ Teaching is a profession worth doing well!
- ▶ The skill to be taught is a task worth doing well.
- ▶ The instructor is there to help the learners.

Module 3 PW page 3-6 ANSTSE

Slide 3-17

Qualities of an Effective instructor

- ▶ Fundamental attributes of the instructor.
 - Comprehensive knowledge.
 - Fundamental skills.
 - Positive attitude.

Module 3 PW page 3-7 ANSTSE

Slide 3-18

Qualities of an Effective instructor

- ▶ Thorough preparation for the teaching assignments.
 - Knows the objectives.
 - Knows the material.
 - Knows the learning activities.
 - Assemble resources needed.

Module 3 PW page 3-7 ANSTSE

Slide 3-19

Qualities of an Effective instructor

- ▶ **Professionalism as an instructor.**
 - Prepares the learner to learn.
 - Presents clearly and enthusiastically.
 - Ensures ample, effective practice.
 - Evaluates learners fairly.
- ▶ Exhibits respect for the learners.

Module 3 PW page 3-7 ANSTSE

Slide 3-20

Learning Activity

Activity #3: The Best Teacher You Ever Had

Complete Activity in Participant Workbook

Module 3 PW page 3-8 ANSTSE

Slide 3-21

Characteristics of a Quality Instructor

- ▶ **Knowledgeable**
 - Have a working knowledge of key concepts
 - Understand where key concepts came from

Module 3 PW page 3-9 ANSTSE

Slide 3-22

Characteristics of a Quality Instructor

- ▶ **Confident**
- ▶ **Poised**
- ▶ **Good communicator**
- ▶ **Proper enunciation**
- ▶ **Uses appropriate language**
- ▶ **Patient**

Module 3 PW page 3-9 ANSTSE

Slide 3-23

Characteristics of a Quality Instructor

- ▶ **Builds healthy relationships**
- ▶ **Understanding and sincere**
- ▶ **Positive attitude towards learning**

Module 3 PW page 3-9 ANSTSE

Slide 3-24

Characteristics of a Quality Instructor

- ▶ **Enthusiastic or outgoing**
- ▶ **Knows how to motivate and engage learners**
- ▶ **Uses humor but avoids jokes**

Module 3 PW page 3-9 ANSTSE

Slide 3-25

Characteristics of a Quality Instructor

- ▶ **Good eye contact**
 - Do not focus on:
 - The left or right side of the class only
 - Problem or challenging learners
 - learners of the opposite gender

Module 3 PW page 3-9 ANSTSE

Slide 3-26

Characteristics of a Quality Instructor

- ▶ **Voice fluctuation and changing pitch of voice**
- ▶ **Use different methods to reach learners**
 - Use different teaching strategies
 - If learners don't learn the way you teach, teach the way they learn

Module 3 PW page 3-10 ANSTSE

Slide 3-27

Characteristics of a Quality Instructor

- ▶ **Teaches to the objective**
- ▶ **Asks questions to generate discussion**
- ▶ **Allows time for questions**

Module 3 PW page 3-10 ANSTSE

Slide 3-28

Characteristics of a Quality Instructor

- ▶ **Listens to learners' questions**
- ▶ **Answers learners' questions clearly**
- ▶ **Monitors the learners and adjusts the teaching accordingly**

Module 3 PW page 3-10 ANSTSE

Slide 3-29

? Question

Give examples of distracting mannerisms.

Module 3 PW page 3-10 ANSTSE

Slide 3-30

Characteristics of a Quality Instructor

- ▶ **No distracting mannerisms**
 - Playing with pens / remotes / etc.
 - Standing in front of screen
 - Hands in pockets
- ▶ **No fillers**
 - Ahs and ums
 - Okays / all rights
 - You know / I mean / you know what I mean
 - Actually / basically
 - Well

Module 3 PW page 3-10 ANSTSE

Slide 3-31

Characteristics of a Quality Instructor

- ▶ *"Don't bother being better than your contemporaries or predecessors. Try to be better than yourself."*
–William Faulkner
- ▶ *"We are what we repeatedly do. Excellence then, is not an act but a habit."*
–Aristotle

Module 3 PW page 3-10 ANSTSE

Slide 3-32

Learning Activity

Activity #4: Characteristics of a Quality Instructor and Distracting Mannerisms

Complete Activity in Participant Workbook

Module 3 PW page 3-11 ANSTSE

Slide 3-33

Positioning Yourself And Teaching In The Classroom

- ▶ Avoid standing in front of the screen.
- ▶ Do not read from slides.
- ▶ Be prepared and familiarized with the content.

Module 3 PW page 3-12 ANSTSE

Slide 3-34

Positioning Yourself And Teaching In The Classroom

- ▶ Use body language, but avoid repetitive (distracting) mannerisms. Hands:
 - Use hands to emphasize your message
 - Avoid hands in your pockets, crossing your arms, hands in your lap, wringing your hands

Module 3 PW page 3-12 ANSTSE

Slide 3-35

Positioning Yourself And Teaching In The Classroom

- ▶ Feet:
 - Do not stay in one spot.
 - Take a few steps to keep the focus on you.
 - Move a step closer to the audience to emphasize a point or call attention to a participant.

Module 3 PW page 3-12 ANSTSE

Slide 3-36

Positioning Yourself And Teaching In The Classroom


- ▶ Voice:
 - Change your pitch, speed, and tone.
 - Your tone tells the learners how interested *you* are in the material.

Module 3 PW page 3-12 ANSTSE

Slide 3-37

Positioning Yourself And Teaching In The Classroom

- ▶ Always maintain eye contact
- ▶ Face the audience


Module 3 PW page 3-12 

Slide 3-38

Learning Activity

Activity #5: Positioning Yourself in the Classroom


Complete Activity in Participant Workbook

Module 3 PW page 3-13 

Slide 3-39

Definition of a Facilitator

- ▶ Someone who helps people learn. One who helps achieve desired outcomes.

Module 3 PW page 3-14 

Slide 3-40

What to Do as a Facilitator?


- ▶ Talk!
- ▶ Write on the board
- ▶ Ask learners to read
- ▶ Ask questions
- ▶ Use color in presentations
- ▶ Use props
- ▶ Use exercises
- ▶ Use handouts
- ▶ Use media & technology

Module 3 PW page 3-14 

Slide 3-41

How to Vary Your Teaching Techniques

- ▶ Lecture
- ▶ Discussion
- ▶ Demonstration
- ▶ Practical Exercise
- ▶ learner centered activities
- ▶ Role Play
- ▶ Brainstorming
- ▶ Case Study
- ▶ Gaming (i.e. Jeopardy, Family Feud, Bingo)


Module 3 PW page 3-14 

Slide 3-42

Staying Silent in the Classroom

- ▶ Be silent during exercises, quizzes and tests.
- ▶ Review after they are completed.
- ▶ Give learners time to think when asking questions.

The worst thing about a bore is not that he won't stop talking, but that he won't let you stop listening. - Unknown

Module 3 PW page 3-15 

Slide 3-43

Module Summary

▶ With the conclusion of this Module, you should be able to:

- Describe the characteristics of a good instructor.
- Describe instructor characteristics as related to the three domains of learning.
- Describe the importance of observing and listening to learners.
- Demonstrate how to use your body and voice in classroom teaching.
- Demonstrate how to position yourself in the classroom.
- Describe the importance of staying silent and when to stay silent.

Module 3 PW page 3-16 ANSTSE

Slide 3-44

Questions and Answers

1. What are some characteristics of a quality instructor?
2. What are some of the key points about teaching? Why?
3. What are the fundamental skills required for teaching?

Module 3 ANSTSE

Slide 3-45

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 3 PW page 3-17 ANSTSE

Slide 3-46

Questions?

?

Module 3 ANSTSE

Part I Module 3 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either fill in or select the best answer from the questions below.

1. The responsibility of the instructor is to:
 - a. Complete the task for the learners.
 - b. Critique them when performing the task.
 - c. Show the learners how to do the task.

2. The instructor should be capable of executing the skills and procedures to the:
 - a. Maximum level of proficiency.
 - b. Minimum level of proficiency.
 - c. Satisfactory performance.

3. A quality instructor is someone who:
 - a. Does not empathize with learners.
 - b. Is impatient with learners.
 - c. Uses humor but avoids jokes.

4. If a learner is not learning, what can the instructor do?
 - a. Continue the style of teaching until the learner catches on.
 - b. Have the learner read additional material at home.
 - c. Teach the way the learner learns.

5. When utilizing visuals such as slides in the classroom, the instructor should:
 - a. Read from the slides
 - b. Stand in front of the screen.
 - c. Walk around the room.

6. What is teaching?

7. What are the three fundamental skills required for teaching?
 - a.
 - b.
 - c.

8. List 5 characteristics of a quality instructor.

a.

b.

c.

d.

e.

9. List three ways to vary your teaching techniques:

a.

b.

c.

10. When teaching in the classroom, what should you do with your hands, feet and voice?

a. Hands –

b. Feet –

c. Voice –

Module 4

**How to Use Lesson Plans and
Curricula**

Instructor Notes

Activities

Activity #1: Benefits of Lesson Plans

Have IC's list what they think are some benefits of using lesson plans.

Activity #2: Utilizing a Lesson Plan

Distribute a blank Lesson Plan to each IC. Explain and guide all IC's through the parts of a lesson plan and the process for developing one. Guide the IC in identifying the resources to enable the IC to complete the lesson plan using a state curriculum, a driver education text book, and the state driving manual.

Activity #3: Introduction to a Unit using the 3-5 minute Intro/Summary Form

Have IC's partner with other IC's who have the same unit or chapter and spend time together discussing the outline for the unit. Use the 3-5 minute introduction/summary presentation form as a reference.

Activity #4: The Four-Step Teaching and Learning Process

Have IC's complete questions on the four-step teaching and learning process including the purpose of each step.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

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Instructor Notes

Discuss

Module Overview

Now that we have covered the concepts of teaching and learning and the characteristics of a quality instructor, it is time to focus on the use of lesson plans and their importance.



Section Time

Show

Slides 4-1 through 4-4

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives

Module Overview

Module Overview

1. Prior to this module, we discussed the Fundamental Concepts of Teaching.
2. This module is titled “How to Use Lesson Plans and Curricula.”
3. The purpose of this module is to discuss the purpose and benefits of lesson plans, how they are used and their importance in providing consistent and efficient training.
4. This module will cover eight topics:
 - What are lesson plans?
 - Lesson plan organization.
 - How to use a driver education curriculum.
 - Guidelines for motivation.
 - Guidelines for presenting the lesson.
 - Applying the lesson.
 - Guidelines for evaluating.
 - Guidelines for summarizing the lesson.
5. By the end of this module, you will be able to:
 - Describe what a lesson plan is.
 - Describe the purpose of a lesson plan.
 - Identify the contents of a lesson plan.
 - Describe who uses lesson plans.
 - Explain the benefits of a lesson plan.
 - Describe characteristics of each step in the use of a lesson plan.
 - Demonstrate how to use a lesson plan from a driver education curriculum.
 - Modify a lesson plan from an existing lesson plan and/or develop a lesson plan.

Instructor Notes

Continue **Discussion on the Module Overview – continued**

6. Activities to be performed
7. How the IC's will be evaluated
8. Length of module
9. How the module will benefit the IC in the real world

Note: Remind IC's to stop you if they have any questions.

Key Words: Write the following key words on the board. Explain that they will be defined as you proceed through the module.

Lesson plan	Introduction	Presentation
Summary	Quick studies	Strugglers

Note: Remind IC's to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview – continued

6. During the module, you will be required to participate in group discussions and planned activities.
7. During the module, you will be evaluated through questions and answers. Additionally, there will be a 10 question quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 2.5 hours.
9. This module will help you understand how to use the lesson plans when teaching learners.

Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Lesson plan	Introduction	Presentation
Summary	Quick studies	Strugglers

Instructor Notes

Introduce **Section 1: What are Lesson Plans?**



Section Time

Ask What are lesson plans?

Show **Slide 4-5**

Discuss **The definition of lesson plans.**

Show **Slides 4-6 through 4-7**

Emphasize Lesson plans are like recipes. Ask what happens if we don't follow a recipe?

Discuss **The purpose of lesson plans.**

Show **Slide 4-8**

Activity **Activity #1: Benefits of Lesson Plans**

Show **Slide 4-9**

Have instructor candidates fill in what they think are some benefits of using lesson plans. After instructor candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

Helps the instructor to prepare and helps the instructor to stay on track during the presentation.

Section 1: What are Lesson Plans?

Introduction Section 1 will cover the definition, purpose, benefits and content of lesson plans.

The definition of lesson plans Lesson plans are written outlines of the content with an identified method of instruction.

- Lesson plans specify:
 - How the information will be taught (method of instruction).
 - How the information will be learned (evaluation methods) and what the learner will do.
- The lesson plan is an outline of instruction to be learned.
 - A lesson plan is not the text of a speech.
 - A lesson plan is never intended to be read verbatim to the class.

Purpose of lesson plans • The lesson plan must be written so they can be reviewed by:

- The instructor, in preparation for the class or teaching assignment.
- The instructor, as needed, during the class or the presentation.
- Supervisors/administrators of training, for prior approval and/or certification or modification.

Activity

Activity #1: Benefits of Lesson Plans

What do you think are some benefits of using lesson plans?

Instructor Notes

Discuss **The benefits of lesson plans.**

Show **Slide 4-10**

Emphasize Lesson plans help to keep the learning targeted and to keep the instructor on track.

It is acceptable for an instructor to refer to and follow their lesson plans.

Section 1: What are Lesson Plans?

The benefits of lesson plans

- Helps the instructor to prepare.
 - Review content to be covered.
 - Review learning activities to be planned, managed, and coordinated.
 - Prepare for the presentations to be made.
 - Prepare for the demonstrations to be conducted.
 - Prepare for the tests to be given.
 - Identify the materials and other resources needed.
 - Assemble the audio-visual aids.

- Helps the instructor to stay on track during the presentation.
 - Helps the instructor from straying away from the intended objectives.
 - Helps the instructor to keep the learning “truly purposeful.”
 - Keeps the learning **on target!**

Instructor Notes

Discuss **The content of lesson plans.**

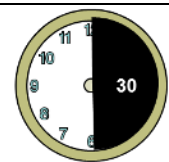
Show **Slides 4-11 through 4-12**

Activity **Activity #2: Utilizing a Lesson Plan**

Show **Slide 4-13**

Distribute a blank Lesson Plan to each instructor candidate. Explain and guide all IC's through the parts of a lesson plan and the process for developing one. Guide the IC in identifying the resources to enable the IC to complete the lesson plan using a state curriculum, a driver education text book, and the state driving manual.

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: What are Lesson Plans?

The content of lesson plans

- Lesson performance objectives
- Time estimate for each lesson and sections in a lesson
- Information to be presented
- Audio-video (AV) aid to support the presentations/demonstrations
- Questions to be posed to learners
- Exercises to be conducted
- Procedures/skills to be demonstrated
- Points to be emphasized
- Tests to be given
- Materials, equipment and resources needed.

Activity

Activity #2 Utilizing a Lesson Plan

The Instructor will distribute a blank Lesson Plan to each instructor candidate. The instructor will explain and guide all IC's through the parts of a lesson plan and the process for developing one. The instructor will guide the IC in identifying the resources to enable the IC to complete the lesson plan using a state curriculum, a driver education text book, and the state driving manual.

Section 1
Summary

Section 1 covered the definition, purpose, benefits and content of lesson plans.

Instructor Notes

Introduce **Section 2: Lesson Plan Organization**



Section Time

Discuss **Lesson plan flow.**

Show **Slide 4-14**

Discuss **The organization of the lesson plan in relation to the four-step teaching and learning process.**

Show **Slide 4-15**

Section 2: Lesson Plan Organization

Introduction

Section 2 will cover the lesson plan flow and the organization of a lesson plan.

Lesson plan flow

- Lesson plans are designed to progress from the more simple tasks or components to the more complex tasks (building blocks).
 - Lesson plans should be followed as they are designed.
 - Changing the order in which something is taught can impact the learning process.
-

Organization of a lesson plan in relation to the four-step teaching and learning process

- The lesson plan should be built around the four-step process of teaching and learning.
- The components of the lesson plan in relation to the four-step teaching and learning process contain:
 1. Motivation:
 - Relates to prior learning.
 - States the main topics of the unit.
 - States the purpose of the learning (helps to explain the benefits of the lesson).
 - States the objectives of the lesson.

Instructor Notes

Discuss **The organization of the lesson plan in relation to the four-step teaching and learning process - continued**

Show **Slides 4-16 through 4-18**

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.



Section 2: Lesson Plan Organization

Organization of a lesson plan in relation to the four-step teaching and learning process
– continued

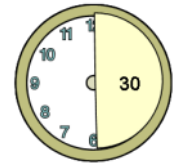
2. Presentation:
 - Provides the content to be taught.
 - Identifies visuals to be shown.
 - Provides instructor notes/prompts.
 - Provides points of emphasis.
 - Provides sample questions to be asked.
3. Application:
 - Provides questions to be asked.
 - Provides learning activities.
 - Provides skill activities.
4. Evaluation:
 - Describes the method of evaluating the learner's comprehension and understanding of the content taught.
 - Provides questions to be asked.
 - Provides learning activities.
 - Provides worksheets and assignments.
 - Provides quizzes and exams.

Section 2
Summary

Section 2 covered the lesson plan flow and the organization of a lesson plan in relation to the four-step teaching and learning process.

Instructor Notes

Introduce **Section 3: How to Use a Driver Education Curriculum**



Section Time

Provide **IC's with a copy of approved driver education curricula.**

Discuss **The structure of a curriculum.**

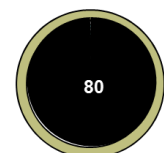
Give and List A brief overview of a curriculum by identifying each module number and its title.

Emphasize **To continue to review curriculum and materials used at their place of employment.**

Discuss **The structure of the lesson plans.**

Have IC's turn to the approved driver education curricula.

Section Summary Give a brief summary of Section 3. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 3: How to Use a Driver Education Curriculum

Introduction Section 3 will cover how to use a driver education curriculum, including the structure of the curriculum and lesson plans.

The structure of the curriculum Your instructor will provide an overview of the structure of an approved curricula or curriculum guide, if applicable.

The structure of the unit lesson plans Your instructor will provide an overview of the structure of the unit lesson plans in an approved curricula or curriculum guide, if applicable.

Section 3 Summary Section 3 covered how to use a driver education curriculum, including the structure of the curriculum and lesson plans.

Instructor Notes

Introduce **Section 4: Guidelines for Motivation**



Section Time

Discuss **Guidelines for the motivation portion of the four-step teaching and learning process.**

Show **Slides 4-19 through 4-20**

Discuss **How to motivate the learners to want to learn.**

Show **Slide 4-21**

Discuss **Components of an introduction.**

Show **Slide 4-22**

Section 4: Guidelines for Motivation

Introduction Section 4 will cover the guidelines for motivation, how to motivate the learners to want to learn and components of an introduction.

Guidelines for motivation

- The purpose is to get the learners ready to learn.
- The learners' perspective during the phase is, "Why should I learn?"
- The learners must be made aware at the onset of each lesson:
 - What he or she will be able to do?
 - Why it is important or useful to be able to do it (the benefits)?
 - How long is the lesson?
 - What content will be covered?
 - What activities will take place and where?
 - What are the consequences if they don't learn?

How to motivate the learners to want to learn

- Motivate the learner to WANT to LEARN
 - Learners usually are best motivated to participate in the training when they:
 - Know what they are expected to learn
 - Believe it is worthwhile to learn it
 - Are confident of their ability to learn it
 - Have a clear understanding of what will take place

Components of an introduction

- Transition from prior unit of instruction or past learning experience
- Module/Unit name and length of the lesson
- Purpose of the lesson
- Benefits relating to the real world
- Lesson objectives – what they will be able to do after the lesson
- Activities and exercises including how the learner will be evaluated

Instructor Notes

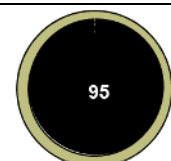
Activity **Activity #3: Introduction to a Unit using the 3-5 minute Intro/Summary Form**

Show **Slide 4-23**

Have instructor candidate's partner with other IC's who have the same unit or chapter and spend time together discussing the outline for the unit. Use the 3-5 minute introduction/summary presentation form as a reference.

After instructor candidates have completed the activity, discuss the answers and explain any questions.

Section Summary Give a brief summary of Section 4. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 4: Guidelines for Motivation

Activity

Activity #3: Introduction to a Unit using the 3-5 minute Intro/Summary Form

Your instructor will partner you with other instructor candidates who have the same unit or chapter as you and will spend time together discussing the outline for the unit and utilize the 3-5 minute introduction/summary presentation form as a reference.

Section 4
Summary

Section 4 covered the introduction of the lesson, how to motivate the learners to want to learn and components of an introduction.

Instructor Notes

Introduce

Section 5: Guidelines for Presenting the Lesson



Section Time

Discuss

How to present the lesson.

Show

Slides 4-24 through 4-25

Discuss

Presentation guidelines.

Show

Slide 4-26

Section 5: Guidelines for Presenting the Lesson

Introduction Section 5 will cover how to present the lesson and will discuss presentation, application, and evaluation guidelines.

- How to present the lesson
- Although training emphasizes hands-on learning experiences, there are some important segments that rely on the discussion or lecture method.
 - The purpose of a presentation is to present the lesson’s content through discussion or lecture.
 - The learner’s perspective during this phase is, “What should I learn?”
 - Presentation methods are critical to the learners’ success.
 - Presentation
 - Cover lesson plan content
 - Use visual aids
 - Use on-the-job aids
 - Conduct activities and exercises (application)
 - Ask questions to generate discussion
 - Evaluate learners’ understanding
 - Monitor and adjust teaching accordingly
-

- Presentation guidelines
- Use simple language
 - Be familiar with the lesson
 - Maintain eye contact
 - Use humor, but not jokes
 - Ask questions often
 - Stay in control
 - Use body language, but avoid distracting mannerisms
 - Be yourself
 - Use visual aids
 - Pose problems and exercises
 - Provide realistic learning activities
 - Provide hands-on practice

Instructor Notes

Discuss **How to teach content using examples.**

Show **Slide 4-27**

Discuss **Allowing for differences.**

Show **Slide 4-28**

Discuss **How to identify “quick studies.”**

Show **Slide 4-29**

Section Summary Give a brief summary of Section 5. Ask a few short questions before proceeding onto the next section.



Section 5: Guidelines for Presenting the Lesson

How to teach content using examples

- Teach the information / avoid long stories that are not relevant to the task
- Make it relevant
- Relate to real world
- Related to prior learning
- Use example from curriculum

The only place where success comes before work is in the dictionary. - Vidal Sassoon

Allowing for differences

- Remember, we all have strengths and weaknesses
 - Draw quiet learners into discussions in a non-threatening way
 - Differentiate learning for the slowest learners
 - Challenge the fast learners
-

Identifying “quick studies”

- Observe learners
- Identify “quick studies” – who is grasping the content.
- Look for the “strugglers” – those not grasping the content.
- Pair the quick studies with the strugglers

The only man who never makes a mistake is the man who never does anything. - Theodore Roosevelt

Section 5 Summary

Section 5 covered how to present the lesson and discussed presentation guidelines.

Instructor Notes

Introduce **Section 6: Applying the Lesson**



Section Time

Discuss **Applying what the learner has learned.**

Show **Slide 4-30**

Discuss **Application guidelines.**

Show **Slide 4-31**

Section Summary Give a brief summary of Section 6. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 6: Applying the Lesson

Introduction Section 6 will cover how to apply what the learner has learned and provide application guidelines.

Applying what the learner has learned

- The learner must be given the opportunity to apply what they have learned.
- The learner’s perspective is, “Let me try it!”
- Application requires the highest level of learning on the part of the learner.
 - Challenges the learners
 - Aids in retention

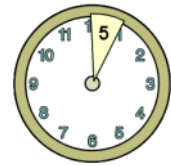
Application guidelines

- Ask questions.
- Pose problems and exercises.
- Provide realistic learning activities.
 - Objective specific
 - Meaningful and relevant to concepts being taught
 - Reinforce the objective using multiple senses
- Provide hands on practice.
- Assign homework.

Section 6 Summary Section 6 covered why it is important to apply what the learner has learned and how to apply what the learner has learned in the lesson.

Instructor Notes

Introduce **Section 7: Guidelines for Evaluating**



Section Time

Discuss **Evaluating the Learner.**

Show **Slides 4-32 through 4-33**

Discuss **Evaluation guidelines.**

Show **Slide 4-34**

Section Summary Give a brief summary of Section 7. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 7: Guidelines for Evaluating

Introduction Section 7 will cover when and how to evaluate the learner.

- Evaluating the learner
- The purpose is to evaluate learner’s comprehension of the subject matter being taught.
 - The learner’s perspective is, “How am I doing?”
 - Evaluation is an on-going process! It cannot be put off until the very end!
 - Waiting until the end to evaluate, may be too late to make adjustments – “Monitor and Adjust your teaching as you receive feedback from your learners.”
 - Evaluation helps learners determine how they are doing.
 - Evaluation helps instructors to adjust any training techniques or styles if, through evaluation, they determine something is not working.
-

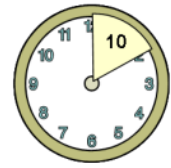
- Evaluation guidelines
- Use oral questions.
 - Ensure evaluation is directly related to the stated objective of the current lesson.
 - Use learner-led demonstrations.
 - Use formal tests.
 - Assign homework.
-

Section 7 Summary Section 7 covered when and how to evaluate the learner.

Instructor Notes

Introduce

Section 8: Guidelines for Summarizing the Lesson



Section Time

Discuss

How to summarize the lesson.

Show

Slides 4-35 through 4-37

Section 8: Guidelines for Summarizing the Lesson

Introduction

Section 8 will cover how to summarize the lesson.

How to summarize the lesson

- Summarize at the end of a major section within a lesson.
- Summarize the content at the end of a lesson.
- Summarization:
 - Brings closure to the lesson.
 - Let's the learner know what they should have learned.
 - Ask questions so they can tell you what they have learned and to evaluate learners' understanding.
 - Allow for the instructor to improve their abilities to deliver the lesson.
 - Allows for transition into the next unit of instruction.
- Administer quiz or test.
- Assign homework.

Instructor Notes

Activity **Activity #4: The Four-Step Teaching and Learning Process**

Show **Slide 4-38**

Have instructor candidates write in the correct answer for each question.

After instructor candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

1. To get the learners ready to learn.
2. “What should I learn?”
3. Use business examples (on-the-job), relate to real world, related to prior learning, ask learners to share other examples.
4. To evaluate learners’ comprehension of the subject matter being taught. Helps learners determine how they are doing.
5. Brings closure to the lesson, lets the learner know what they should have learned, and allows for transition into the next unit of instruction.

Section Summary Give a brief summary of Section 8. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 8: Guidelines for Summarizing the Lesson

Activity

Activity #4: The Four-Step Teaching and Learning Process

Write in the correct answer for each question.

1. The purpose of the motivation step: _____

2. The learner's perspective during the presentation phase is:

3. What is one way you can teach content using examples?

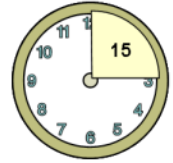
4. What is the purpose of evaluating the learner? _____

5. What is the purpose of summarizing the lesson?

Section 8
Summary

Section 8 covered how to summarize the lesson.

Instructor Notes



Section Time

Module Summary Summarize the purpose of the module “How to Use Lesson Plans.”

Summarize The module objectives.

Summarize The information that was presented in this module.

Show **Slides 4-39 through 4-42**

Key Words The following “Key Words” were introduced in this module.

Lesson plan	Introduction	Presentation
Summary	Quick studies	Strugglers

Activity Conduct Module Review Activity: Key Words Matchup.

Questions and Answers Ask a few short questions and allow instructor candidates to ask questions for additional information or clarification.

1. What is the purpose of a lesson plan?
2. What does a lesson plan consist of?
3. How is a lesson plan organized?
4. How can the four-steps of teaching and learning be applied to the lesson plan?

Quiz Administer quiz on Module 4.

Review Score and review quiz with instructor candidates after completion. If a quiz needs retaken have the IC retake the quiz the next day.

Transition The next module will cover questioning techniques.

Note Take a short break.

Module Summary

Module Summary

The purpose of the module was to give you an understanding of the purpose and benefits of lesson plans and how they are used.

By the end of this Module, you should be able to:

- Describe what a lesson plan is.
- Describe the purpose of a lesson plan.
- Identify the contents of a lesson plan.
- Describe who uses lesson plans.
- Explain the benefits of a lesson plan.
- Describe characteristics of each step in the use of a lesson plan.
- Demonstrate how to use a lesson plan from a driver education curriculum.
- Modify a lesson plan from an existing lesson plan and/or develop a lesson plan.

The information that was presented in this module was designed to help you understand how to use lesson plans when training driver education learners.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Lesson plan	Introduction	Presentation
Summary	Quick studies	Strugglers

Instructor Notes

**Module
Review
Activity**

Key Words Matchup

Have IC's write in the letter of the associated key word.

After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

1. C
2. E
3. A
4. D
5. F
6. B

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Lesson plan	B. Introduction	C. Presentation
D. Summary	E. Quick studies	F. Strugglers

1. _____ One of the components of the three-step teaching and learning process when the instructor conducts the lesson.
2. _____ Learners who are grasping the content.
3. _____ A written outline of the content with an identified method of instruction.
4. _____ Lets the learner know what they should have learned.
5. _____ Learners who are not grasping the content.
6. _____ Gets the learners ready to learn.

Instructor Notes

Summary Sheet Provide IC's with a summary sheet as a review of the module.

Review Module highlights with IC's.



Elapsed Time

Summary Sheet

Summary
Sheet

What are Lesson Plans?

Lesson plans are written outlines of the content with an identified method of instruction. They specify how the information will be taught and how the information will be learned.

Lesson plans help the instructor to prepare and help the instructor to stay on track during the presentation. They are designed to progress from the more simple tasks or components to the more complex tasks. They should be followed as they are designed.

Content of Lesson Plans

The content of a lesson plans consists of objectives, time estimate for lesson, information to be presented, audio-video aid, questions to be posed, exercises, procedures/skills to be demonstrated, points to be emphasized, tests to be given, materials, equipment and resources needed.

Lesson Plan Organization

The lesson plan should be built around the four-step process of teaching and learning: motivation, presentation, application and evaluation.

- 1. Motivation** relates to prior learning, states the main topics of the unit, states the purpose of the learning and the objectives of the lesson. The purpose of motivation is to get the learners ready to learn. The learner's perspective during the phase is, "Why should I learn?"
- 2. Presentation** provides the content to be taught, identifies visuals to be shown, provides instructor notes/prompts, provides points of emphasis, provides sample questions to be asked. The purpose of a presentation is to present the lesson's content through discussion or lecture. The learner's perspective during this phase is, "What should I learn?"

To teach content using examples use business (on-the-job) examples, relate to the real world, relate to prior learning and ask learners to share other examples.

Learners have strengths and weaknesses. Gear the learning towards the slowest learners and challenge the fast learners. "Quick studies" are learners who grasp the content. "Strugglers" are learners who do not grasp the content.

Instructor Notes

Summary Sheet – continued Provide IC's with a summary sheet as a review of the module.

Review Module highlights with IC's.

Summary Sheet

Summary Sheet – continued

- 3. Application** provides questions to be asked, learning activities and skill activities. It provides the learner the opportunity to apply what they have learned.

The learner's perspective is, "Let me try it!" Application requires the highest level of learning on the part of the learner.

- 4. Evaluation** describes the method of evaluating the learner's comprehension and understanding of the content taught, provides questions to be asked, learning activities, worksheets and assignments and quizzes and exams.


Evaluation is an on-going process! The purpose is to evaluate learner's comprehension of the subject matter being taught. The learner's perspective is, "How am I doing?" Evaluation cannot be put off until the very end! Waiting until the end to evaluate, may be too late to make adjustments.

Summarization brings closure to the lesson, lets the learner know what they should have learned and allows for transition into the next unit of instruction.

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Module 4


How to Use Lesson Plans and Curricula



Slide 4-2

Purpose of the Module


- ▶ The purpose of this module is to discuss the purpose and benefits of lesson plans, how they are used and their importance in providing consistent and efficient training.



Slide 4-3

Module Sections


- ▶ This module will cover eight topics:
 - What are lesson plans?
 - Lesson plan organization.
 - Guidelines for motivation.
 - Guidelines for presenting the lesson.
 - Applying the lesson.
 - Guidelines for evaluating.
 - Guidelines for summarizing the lesson.



Slide 4-4

Module Objectives


- ▶ By the end of this Module, you should be able to:
 - Describe what a lesson plan is.
 - Describe the purpose of a lesson plan.
 - Identify the contents of a lesson plan.
 - Describe who uses lesson plans.
 - Explain the benefits of a lesson plan.
 - Describe characteristics of each step in the use of a lesson plan.
 - Demonstrate how to use a lesson plan from a driver education curriculum.
 - Modify a lesson plan from an existing lesson plan and/or develop a lesson plan.



Slide 4-5

? Question


What are Lesson Plans?



Slide 4-6

What are Lesson Plans?

- ▶ Written outlines of the content with an identified method of instruction.
- ▶ Lesson plans specify:
 - How the information will be taught.
 - How the information will be learned and what the learner will do.



Slide 4-7

What are Lesson Plans?

- ▶ An outline of instruction to be learned.
 - **Not** the text of a speech.
 - **Never** intended to be read verbatim to the class.

Module 4 PW page 4-4 ANSTSE

Slide 4-8

Purpose of Lesson Plans

- ▶ Written so they can be reviewed by:
 - The instructor, in preparation for the class.
 - The instructor, as needed, during the class.
 - Supervisors/administrators of training, for prior approval and/or certification or modification.

Module 4 PW page 4-4 ANSTSE

Slide 4-9

Learning Activity

Activity #1: Benefits of Lesson Plans

Complete Activity in Participant Workbook

Module 4 PW page 4-4 ANSTSE

Slide 4-10

The Benefits of Lesson Plans

- ▶ Helps the instructor to prepare.
- ▶ Helps the instructor to stay on track during the presentation.

Module 4 PW page 4-5 ANSTSE

Slide 4-11

The Content Of Lesson Plans

- ▶ Lesson objectives
- ▶ Time estimate for each lesson and sections in a lesson
- ▶ Information to be presented
- ▶ Audio-video aid to support the presentations
- ▶ Questions to be posed to learners

Module 4 PW page 4-6 ANSTSE

Slide 4-12

The Content Of Lesson Plans

- ▶ Exercises to be conducted
- ▶ Procedures/skills to be demonstrated
- ▶ Points to be emphasized
- ▶ Tests to be given
- ▶ Materials, equipment and resources needed

Module 4 PW page 4-6 ANSTSE

Slide 4-13

Learning Activity

Activity #2: Utilizing a Lesson Plan

Complete Activity In Participant Workbook

Module 4 PW page 4-6 ANSTSE

Slide 4-14

Lesson Plan Flow

- ▶ Progress from simple to complex tasks.
- ▶ Should be followed as designed.
- ▶ Changing the order in which something is taught can impact the learning process.

Module 4 PW page 4-7 ANSTSE

Slide 4-15

Organization of a Lesson Plan

▶ **Motivation:**

- Relates to prior learning.
- States the main topics of the unit.
- States the purpose of the learning (helps to explain the benefits of the lesson).
- States the objectives of the lesson.

Module 4 PW page 4-7 ANSTSE

Slide 4-16

Organization of a Lesson Plan

▶ **Presentation:**

- Provides the content to be taught.
- Identifies visuals to be shown.
- Provides instructor notes/prompts.
- Provides points of emphasis.
- Provides sample questions to be asked.

Module 4 PW page 4-8 ANSTSE

Slide 4-17

Organization of a Lesson Plan

▶ **Application:**

- Provides questions to be asked.
- Provides learning activities.
- Provides skill activities.

Module 4 PW page 4-8 ANSTSE

Slide 4-18

Organization of a Lesson Plan

▶ **Evaluation:**

- The method of evaluating the learner's comprehension and understanding of the content.
- Provides questions to be asked.
- Provides learning activities.
- Provides worksheets and assignments.
- Provides quizzes and exams.

Module 4 PW page 4-8 ANSTSE

Slide 4-19

Guidelines for Motivation

- ▶ To get the learners ready to learn.
- ▶ The learners' perspective during the phase is, "Why should I learn?"

Module 4 PW page 4-10 ANSTSE

Slide 4-20

Guidelines for Motivation

- ▶ The learners must be made aware at the onset of each lesson:
 - What he or she will be able to do?
 - Why it is important or useful to be able to do it?
 - How long is the lesson?
 - What content will be covered?
 - What activities will take place and where?
 - What are the consequences if they don't learn?

Module 4 PW page 4-10 ANSTSE

Slide 4-21

How to Motivate The learners to Want to Learn

- ▶ Know what they are expected to learn
- ▶ Believe it is worthwhile to learn it
- ▶ Are confident of their ability to learn it
- ▶ Have a clear understanding of what will take place

Module 4 PW page 4-10 ANSTSE

Slide 4-22

Components of an Introduction

- ▶ Transition from prior unit of instruction
- ▶ Module/Unit name and length of the lesson
- ▶ Purpose of the lesson
- ▶ Benefits relating to the real world
- ▶ Lesson objectives
- ▶ Activities and exercises

Module 4 PW page 4-10 ANSTSE

Slide 4-23

Learning Activity

Activity #3: Introduction to a Unit

Partner with IC's and discuss the outline utilizing the 3-5 minute intro/summary presentation form.

Module 4 PW page 4-11 ANSTSE

Slide 4-24

How to Present the Lesson

- ▶ To present the lesson's content through discussion or lecture.
- ▶ The learner's perspective during this phase is, "What should I learn?"
- ▶ Critical to the learners' success.

Module 4 PW page 4-12 ANSTSE

Slide 4-25

How to Present the Lesson

- ▶ Cover lesson plan content
- ▶ Use visual aids
- ▶ Use on-the-job aids
- ▶ Conduct activities and exercises
- ▶ Ask questions to generate discussion
- ▶ Evaluate learners' understanding
- ▶ Monitor and adjust teaching accordingly

Module 4 PW page 4-12 ANSTSE

Slide 4-26

Presentation Guidelines

- ▶ Use simple language
- ▶ Be familiar with the lesson
- ▶ Maintain eye contact
- ▶ Use humor, but not jokes
- ▶ Ask questions often
- ▶ Stay in control
- ▶ Use body language, but avoid distracting mannerisms
- ▶ Be yourself
- ▶ Use visual aids
- ▶ Pose problems and exercises
- ▶ Provide realistic learning activities
- ▶ Provide hands-on practice

Module 4 PW page 4-12 ANSTSE

Slide 4-27

How to Teach Content Using Examples

- ▶ Teach the information
- ▶ Make it relevant
- ▶ Relate to real world
- ▶ Related to prior learning
- ▶ Use example from curriculum

The only place where success comes before work is in the dictionary. – Vidal Sassoon

Module 4 PW page 4-13 ANSTSE

Slide 4-28

Allowing for Differences

- ▶ We all have strengths and weaknesses
- ▶ Draw quiet learners into discussions
- ▶ Gear learning towards the slowest learners
- ▶ Challenge the fast learners

Module 4 PW page 4-13 ANSTSE

Slide 4-29

Identifying “Quick Studies”

- ▶ Observe learners
- ▶ Identify “quick studies”
- ▶ Look for the “strugglers”
- ▶ Pair the quick studies with the strugglers

The only man who never makes a mistake is the man who never does anything. – Theodore Roosevelt

Module 4 PW page 4-13 ANSTSE

Slide 4-30

Applying What the learner has Learned

- ▶ Opportunity to apply what they have learned.
- ▶ The learner's perspective is, “Let me try it!”
- ▶ Requires the highest level of learning on the part of the learner.
- ▶ Challenges the learners
- ▶ Aids in retention

Module 4 PW page 4-14 ANSTSE

Slide 4-31

Application Guidelines

- ▶ Ask questions.
- ▶ Pose problems and exercises.
- ▶ Provide realistic learning activities.
- ▶ Provide hands on practice.
- ▶ Assign homework.

Module 4 PW page 4-14 ANSTSE

Slide 4-32

Evaluating the learner

- ▶ To evaluate learner's comprehension of the subject matter being taught.
- ▶ The learner's perspective is, "How am I doing?"
- ▶ Evaluation is an on-going process!
- ▶ Do not wait until the end to evaluate.

Module 4 PW page 4-15 ANSTSE

Slide 4-33

Evaluating the Learner

- ▶ Helps learners determine how they are doing.
- ▶ Helps instructors to adjust any training techniques or styles.
- ▶ "Monitor and Adjust" teaching techniques on feedback.

Module 4 PW page 4-15 ANSTSE

Slide 4-34

Evaluation Guidelines

- ▶ Use oral questions.
- ▶ Ensure evaluation is directly related to the stated objective of the current lesson.
- ▶ Use learner-led demonstrations.
- ▶ Use formal tests.
- ▶ Assign homework.

Module 4 PW page 4-15 ANSTSE

Slide 4-35

How to Summarize the Lesson

- ▶ Summarize at the end of a major section within a lesson.
- ▶ Summarize the content at the end of a lesson.

Module 4 PW page 4-16 ANSTSE

Slide 4-36

How to Summarize the Lesson

- ▶ Summarization:
 - Brings closure to the lesson.
 - Let's the learner know what they should have learned.
 - Ask questions.
 - Allow for the instructor to improve their abilities to deliver the lesson.
 - Allows for transition into the next unit of instruction.

Module 4 PW page 4-16 ANSTSE

Slide 4-37

How to Summarize the Lesson

- ▶ After summarizing the lesson:
 - Administer quiz or test.
 - Assign homework.

Module 4 PW page 4-16 ANSTSE

Slide 4-38

Learning Activity

Activity #4: The Four-Step Teaching and Learning Process

Complete Activity in Participant Workbook

Module 4 PW page 4-17 ANSTSE

Slide 4-39

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe what a lesson plan is.
 - Describe the purpose of a lesson plan.
 - Identify the contents of a lesson plan.
 - Describe who uses lesson plans.
 - Explain the benefits of a lesson plan.
 - Describe characteristics of each step in the use of a lesson plan.
 - Demonstrate how to use a lesson plan from a driver education curriculum.
 - Develop or modify a lesson plan.

Module 4 PW page 4-18 ANSTSE

Slide 4-40

Questions and Answers

- ▶ What is the purpose of a lesson plan?
- ▶ What does a lesson plan consist of?
- ▶ How is a lesson plan organized?
- ▶ How can the four-steps of teaching and learning be applied to the lesson plan?

Module 4 ANSTSE

Slide 4-41

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 4 PW page 4-19 ANSTSE

Slide 4-42

Questions?

?

Module 4 ANSTSE

Part I Module 4 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either fill in or select the best answer from the questions below.

1. Which is true of lesson plans?
 - a. An outline of instruction to be learned.
 - b. Provides the text of a speech
 - c. Should be read verbatim to the class.

2. A lesson plan:
 - a. Can be impacted by changing the order of content taught.
 - b. Does not need to be followed as designed.
 - c. Should flow from complex to simple topics.

3. Learners are usually best motivated to participate in the training when they:
 - a. Are unsure of their ability to learn it
 - b. Believe it is worthwhile to learn it.
 - c. Don't know what to expect next.

4. When teaching the lesson, the instructor should:
 - a. Ask learners to share examples.
 - b. Gear learning towards the fastest learners.
 - c. Tell long stories to help relate to the content.

5. During the presentation of the lesson, the instructor should:
 - a. Tell jokes.
 - b. Look at the screen.
 - c. Ask questions often.

6. What does evaluation assist in?

7. Describe each step in the four-step teaching and learning process.
 - a. Motivation:

 - b. Presentation:

 - c. Application:

 - d. Evaluation:

8. List 5 components of a lesson plan.

a.

b.

c.

d.

e.

9. What 2 things does a summary of the lesson provide to the learner?

a.

b.

10. What are 3 benefits of lesson plans?

a.

b.

c.

Module 5

Questioning Techniques

Instructor Notes

Activities

Activity #1: Overhead/Undirected Questions

Have IC's try out some examples of overhead/undirected questions using the driver education curriculum vocabulary, concepts and materials.

Activity #2 Pre-Directed Questions

Have IC's try out some examples of pre-directed questions using the driver education curriculum vocabulary, concepts and materials.

Activity #3: Overhead/Directed Questions

Have IC's try out some examples of overhead/directed questions using the driver education curriculum vocabulary, concepts and materials.

Activity #4: Inquiry Style of Questions

Have IC's try out some examples of inquiry questions using the driver education curriculum vocabulary, concepts and materials.

Activity #5: Questioning Techniques

Have IC's develop questions for their lesson.

Activity #6: Handling Student Responses

Have IC's write in the correct response for questions related to handling student responses.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

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Instructor Notes

Discuss

Module Overview

The previous modules dealt with the concepts of teaching and learning and how to use lesson plans. Now it is time to focus on questioning techniques you can use when presenting in the classroom setting.



Section Time

Show

Slides 5-1 through 5-4

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC's will be evaluated
8. Length of Module
9. How the Module will benefit the IC in the real world

Note:

Remind IC's to stop you if they have any questions.

Key Words: Write the following key words on the board. Explain that they will be defined as you proceed through the module.

Overhead/ undirected question	Pre-directed question	Overhead/ directed question
Deflecting questions	Deferring question	Inquiry question

Note:

Remind IC's to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module, we discussed How to Use Lesson Plans and Curricula.
2. This module is titled “Questioning Techniques.”
3. The purpose of this module is to introduce the different types of questioning techniques and discuss the benefits of asking questions to generate discussion.
4. This module covers eight topics:
 - Questioning.
 - Overhead/undirected questions.
 - Pre-directed questions.
 - Overhead/directed questions.
 - Inquiry style questions.
 - Deflected and deferring questions.
 - Handling student responses.
 - Answering student questions.
5. By the end of this module, you will be able to:
 - Describe the different types of questioning techniques.
 - Demonstrate how to use questioning techniques.
 - Identify how questioning techniques can be used for control.
 - Explain how to handle students’ responses to questions.
 - Describe how to answer student questions.
 - Understand how to deflect or defer student questions.
6. During the module, you will be required to participate in group discussion and planned activities.
7. During the module, you will be evaluated through questions and answers. Additionally, there will be a 10-question quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last 2 hours 20 minutes.
9. This module will help you to understand the different types of questioning, how to handle student responses and how to answer student questions.

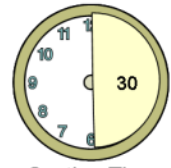
Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Overhead/ undirected question	Pre-directed question	Overhead/ directed question
Deflecting questions	Deferring question	Inquiry question

Instructor Notes

Introduce **Section 1: Questioning**



Section Time

Discuss **The value of questions.**

Show **Slides 5-5 through 5-6**

Discuss **Good and bad questions.**

Show **Slides 5-7 through 5-8**

Section 1: Questioning

Introduction Section 1 will cover the value of questions, good and bad questions, how to develop an effective question, how to ask questions to structure the learning and when and where to ask questions.

The value of questions Questions are an essential element of every presentation.

- They heighten student's involvement.
- They give the students an opportunity to quickly apply knowledge.
- They help in the retention of information being learned.
- They help to require a higher level of learning on the student's part.
- They help to create discussion and communication among the class.
- They allow students to learn from each other.
- They provide an opportunity to evaluate how well students are grasping the information.
- They provide the instructor a means of evaluating how well they are presenting the materials.
- They provide the instructor a means of monitoring, evaluating and adjusting their teaching accordingly.

Good and bad questions Good questions recognize the wide possibilities of thought and are built around varying forms of thinking. Good questions are directed toward learning and evaluative thinking rather than determining what has been learned in a narrow sense.

Bad questions are:

- Vague or ambiguous
- Yes or No
- Spoon-fed
- Too compound or too abstract

Instructor Notes

Discuss How to develop an effective question.

Show Slide 5-9

Discuss How to ask questions to structure the learning.

Show Slide 5-10

Discuss When and where to ask questions.

Show Slides 5-11 through 5-13

Emphasize Questions should be asked throughout the lesson to avoid a lecture-only presentation.

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: Questioning

How to develop an effective question

To develop an effective question:

- Be concise
- Provide sufficient context
- Ask not only for a statement, but also for the reasoning and values behind it
- Avoid very narrow issues

How to ask questions to structure the learning

How to ask questions to structure the learning:

- Plan key questions in advance
- Phrase clearly and specifically
- Adapt to students' level
- Be logical and sequential
- Provide students time to think
- Follow-up on student responses

When and where to ask questions

Use questions at the start of a lesson to:

- Make connections
- Set a purpose

Use questions during the lesson to:

- Clarify and review
- Confirm
- Critically evaluate and make personal connections
- Check for understanding

Use questions at the end of the lesson to:

- Reinforce critical concepts
- Encourage critical thinking
- Build awareness of common threads

Section 1 Summary

This section covered the value of questions, good and bad questions, how to develop an effective question, how to ask questions to structure the learning and when and where to ask questions.

Instructor Notes

Introduce

Section 2: Overhead/Undirected Questions



Section Time

Ask

Model an overhead/undirected question by first posing a question such as, “can anyone tell me what a jump ball question is?” Let the students respond then give the description of the questioning technique, how it would be used and where you might use it.

Discuss

Overhead/Undirected Questions

Show

Slides 5-14 through 5-15

Discuss

Advantages of overhead/undirected questions.

Section 2: Overhead/Undirected Questions

Introduction Section 2 will cover what an overhead/undirected question is and advantages and disadvantages of this type of question. An activity will be conducted using the driver education curriculum vocabulary, concepts and materials.

Overhead/
Undirected
Questions

- Also called a “jump ball” question.
- A question thrown out to the entire class (“overhead”), anyone can jump to answer it (“jump ball”).
- No particular student is called upon to answer the question (“undirected”).
- Any student who wishes to do so can try to answer the question (“jump ball.”)

Advantages of
overhead/
undirected
questions

- The entire class thinks about the question and everyone has a chance to respond. All students have the chance to participate in the question.
- Helps to identify the students who will freely respond and those who are shy and quiet, i.e., will allow the assertive, eager, confident student to identify themselves. As well, the “shy, quiet” students will identify themselves.
- Helps to create a positive learning environment by allowing students to respond, i.e., creates a less stressful environment.
- Forces everyone to be thinking and be prepared to answer. Even if the student is not called on, he/she can compare their answer to that of the answer given in class.

Instructor Notes

Discuss **Disadvantages of overhead/undirected questions.**

Activity **Activity #1: Overhead/Undirected Questions**

Have the IC's try out some examples of overhead/undirected questions using the driver education curriculum vocabulary, concepts and materials for units they were assigned for their teaching assignment.

Show **Slide 5-16**

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 2: Overhead/Undirected Questions

Disadvantages of overhead/undirected questions

- Since answering the question is purely voluntary, any student who does not want to respond can simply remain silent and does not have to do so. For example:
 - The students who might be relatively “shy, quiet” or hesitant to speak out in class can simply ignore the overhead/undirected question.
 - The “sharks” of the class will dominate the discussion
- Continued use of “overhead/ undirected” questions will result in the class being dominated by those who respond quickly or loudly and losing participation of the “shy, quiet” students, i.e., the “sharks” will squeeze out the “minnows,” who soon will stop thinking about questions at all.

Activity

Activity #1: Overhead/Undirected Questions

List some examples of overhead/undirected questions using the driver education curriculum vocabulary, concepts and materials for units you were assigned for your teaching assignment.

Section 2
Summary

This section covered the definition of an overhead/undirected question and advantages and disadvantages of this type of question. An activity was conducted using the driver education curriculum vocabulary, concepts and materials.

Instructor Notes

Introduce **Section 3: Pre-directed Questions**



Section Time

Discuss **Pre-directed Questions**

Show **Slides 5-17 through 5-18**

Ask Model a pre-directed question by posing a question to a particular instructor candidate (i.e., Sally) “Sally... (pause to get her attention) what would be an example of a pre-directed question?”

Discuss **Advantages of pre-directed questions.**

Discuss **Disadvantages of pre-directed questions.**

Section 3: Pre-directed Questions

Introduction Section 3 will cover what a pre-directed question is and advantages and disadvantages of this type of question. An activity will be conducted using the driver education curriculum vocabulary, concepts and materials.

Pre-directed Questions

- Precisely the opposite of a “jump ball” question.
- A particular student is selected before the question is posed.
- The instructor calls out the student’s name, pauses to gain his or her attention, and then poses the questions to the student.

Advantages of pre-directed questions

- Pre-directed questions can be used to ensure or force participation by a student who is shy or hesitant to speak out in class.
- To evaluate a specific student.
- This type of question can be used to get the attention of those who are not paying attention.

Disadvantages of pre-directed questions

- Since the response is designated before the question is posed, everyone else in the class can (and usually will) ignore the question.
- “Pre-directed” questions can be intimidating.
- Continued use of “pre-directed” questions can create a tense learning environment.

Instructor Notes

Discuss **Important techniques for posing pre-directed questions.**

Show **Slide 5-19**

Activity **Activity #2 Pre-Directed Questions**

Show **Slide 5-20**

Have the instructor candidates try out some examples of pre-directed questions using the driver education curriculum vocabulary, concepts and materials for units they were assigned for their teaching assignment.

Section Summary Give a brief summary of Section 3. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 3: Pre-directed Questions

Important techniques for posing pre-directed questions

Instructor must always pause after naming the student, before posing the question.

- Many students initially are “slightly shocked” when their names are called.
- If the question is posed immediately after the name is called, the student may not comprehend the question, or be too disoriented to think it through clearly.
- A pause of two or three seconds will permit the called upon student to regain his or her composure, and deal confidently with the question.

Activity

Activity #2 Pre-Directed Questions

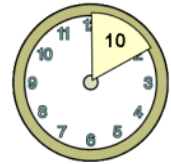
List some examples of pre-directed questions using the driver education curriculum vocabulary, concepts and materials for units you were assigned for your teaching assignment.

Section 3
Summary

This section covered what a pre-directed question is and advantages and disadvantages of this type of question. An activity was conducted using the driver education curriculum vocabulary, concepts and materials.

Instructor Notes

Introduce **Section 4: Overhead/Directed Questions**



Section Time

Discuss **Overhead/Directed Questions**

Show **Slides 5-21 through 5-22**

Ask Model an overhead/directed question by first posing a question such as, “can anyone tell me an example of an overhead/directed question?” (pause to allow students to think), then call on Harry. Then give the description of the questioning technique, how it would be used and where you might use it.

Discuss **Advantages of overhead/directed questions.**

Section 4: Overhead/Directed Questions

Introduction Section 4 will cover what overhead/directed questions are and advantages and disadvantages of this type of question. An activity will be conducted using the driver education curriculum vocabulary, concepts and materials.

Overhead/ Directed Questions

- Combines most of the advantages of the previous two types of questions.
- Question is thrown out to the entire class, and time is given to allow everyone a chance to think.
- However, instructor picks out a particular student to answer, rather than waiting for a volunteer.

Advantages of overhead/ directed questions

- Because the instructor does the choosing, he or she can see to it that all students eventually participate in answering questions.
- An even more significant advantage: Because they all are “fair game” to be chosen, all students are motivated to think about each question. Therefore, they all become involved in the learning experiences provided by every question i.e., no student can afford to ignore a question because he or she might be called upon to answer it.

Instructor Notes

Discuss **Disadvantages of overhead/directed questions.**

Activity **Activity #3: Overhead/Directed Questions**

Show **Slide 5-23**

Have the instructor candidates try out some examples of overhead/directed questions using the driver education curriculum vocabulary, concepts and materials for units they were assigned for their teaching assignment.

Section Summary Give a brief summary of Section 4. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 4: Overhead/Directed Questions

Disadvantages of overhead/directed questions

- During the pause between posing the question and calling on a student, it is common for one of the overly eager students in the class to blurt out the answer.
- The solution can be to use pre-directed questions as a mechanism to direct the question to a desired person or away from the overly eager student.

Activity

Activity #3: Overhead/Directed Questions

Have the instructor candidates try out some examples of overhead/directed questions using the driver education curriculum vocabulary, concepts and materials for units you were assigned for your teaching assignment.

Section 4 Summary

This section covered what overhead/directed questions are and advantages and disadvantages of this type of question. An activity was conducted using the driver education curriculum vocabulary, concepts and materials.

Instructor Notes

Introduce **Section 5: Inquiry Questions**



Section Time

Discuss **Inquiry style of question**

Ask Ask The question: “Can anyone give me an example of an inquiry type of question?” Continue to ask questions until instructor candidates have come up with the appropriate response.

Show **Slides 5-24 through 5-25**

Discuss **Advantages of inquiry questions**

Section 5: Inquiry Questions

Introduction Section 5 will cover what inquiry questions are and advantages and disadvantages of this type of question. An activity will be conducted using the driver education curriculum vocabulary, concepts and materials.

Inquiry style of question

- “Inquiry” is a style of questioning technique used to lead the students to the answer.
- May result in several questions being asked before coming to the correct conclusion to the initial question.

Advantages of inquiry questions

- Helps to create a discussion
- Requires a higher level of the thought process
- Helps the students by leading and guiding them to the discovery of the answer

Instructor Notes

Discuss **Disadvantages of inquiry questions**

Activity **Activity #4: Inquiry Style of Questions**

Show **Slide 5-26**

Have the instructor candidates try out some examples of inquiry questions using the driver education curriculum vocabulary, concepts and materials for units they were assigned for their teaching assignment.

Section Summary Give a brief summary of Section 5. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 5: Inquiry Questions

Disadvantages of inquiry questions

- Too many “inquiry” questions will take too much time and can also confuse the students
- Instructors may sometimes give up too early and answer the questions themselves

Activity

Activity #4: Inquiry Style of Questions

List some examples of inquiry questions using the driver education curriculum vocabulary, concepts and materials for units you were assigned for your teaching assignment.

Section 5 Summary

This section covered what inquiry questions are and advantages and disadvantages of this type of question. An activity was conducted using the driver education curriculum vocabulary, concepts and materials.

Instructor Notes

Introduce **Section 6: Deflecting and Deferring Questions**



Section Time

Discuss **Deflecting Questions**

Show **Slides 5-27 through 5-28**

Note Model deflecting and deferring questions.

Discuss **Deferring Questions**

Show **Slide 5-29**

Section 6: Deflecting and Deferring Questions

Introduction Section 6 will cover deflecting and deferring questions and will provide a summary of all questioning types. An activity will be conducted for you to write questions on your lesson assignment.

Deflecting questions It is important to “save face” for a student who does not know the answer.

To effectively deflect:

- If a student does not know the answer, do not embarrass them; simply deflect the question to another student.
 - If a student comes up with a partially correct answer, commend them for their response, and defer the question by asking if anyone can help them out.
 - If a student asks you a question, rather than you answering it, you can ask if anyone knows the answer.
-

Deferring questions If a student asks a question about content that will be covered later in the course, you may need to move on with the content being discussed now.

“Save face” for the questioner by:

- Answering immediately if the answer is simple, brief and will help the class move forward.
- Deferring the question to a Parking Lot list (items that will be covered later) to ensure that the question will be answered later.

Instructor Notes

Discuss **Conclusions to questioning techniques.**

Show **Slides 5-30 through 5-31**

Section 6: Deflecting and Deferring Questions

Conclusions to questioning techniques

1. Asking questions helps create a positive learning environment.
 - Gets students involved. (Creates discussion and communication).
 - Aids in retention and requires a higher level of learning.
 - Helps instructor to evaluate students.
2. No one style of question is the best. They all have their advantages and disadvantages.
 - A mix of styles should be used.
 - Styles used will depend on the needs of the group.
 - Every group differs, so the instructor will have to make adjustments based on the groups' needs.
3. Before using any type of questioning technique, ask yourself:
 - Does it make the information relevant?
 - Does it make the information more understandable?
 - Does it increase the number of connections between ideas?

Instructor Notes

**Optional
Activity**

Activity #5: Questioning Techniques

Show

Slide 5-32

Provide instructor candidates with 3x5 index cards and have them develop questions for his/her lesson.

After instructor candidates have completed the activity, discuss some of the questions that were developed.

**Section
Summary**

Give a brief summary of Section 6. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 6: Deflecting and Deferring Questions

Activity

Activity #5: Questioning Techniques

Your instructor will provide you with 3x5 index cards to develop questions for your lesson, utilizing the different types of questioning techniques.

Section 6
Summary

This section covered deflecting or deferring questions and provided a summary of all questioning types.

Instructor Notes

Introduce

Section 7: Handling Student Responses



Section Time

Discuss

How to handle student responses.

Show

Slides 5-33 through 5-36

Section 7: Handling Student Responses

Introduction Section 7 will cover how to handle student responses and what to do if the student gives an incorrect answer.

How to handle student responses

1. Instructors must continuously strive to encourage students to respond to questions.
2. The manner in which the instructor reacts to students' responses will have a major impact on student's willingness to respond to future questions.
3. When a student provides a correct answer to a question, the instructor should always commend the student.
 - Typical positive reinforcement expression of commendation include: (Exactly right!, Perfect!, Absolutely!, Very Good!, etc.)
 - Typical bland expressions that convey little or no commendation include: (Uh huh, yes, yeah, no response at all, etc.)
4. When a student provides an incorrect answer, the instructor should avoid conveying disappointment, dissatisfaction, or frustration with the response.
5. Provide constructive criticism.
6. Most importantly, the instructor's reaction to the response should never belittle or embarrass the student.
7. If an incorrect response is at least partly correct, the instructor should point out the partial validity of the response, then continue to seek the correct answer.
 - The student still realizes his or her answer is incorrect.
 - But student gets "credit" for being at least partly or nearly correct.
 - Student is not discouraged. He or she probably will try to answer future questions.

Instructor Notes

Continue **Discussion on how to handle student responses – continued**

Show **Slide 5-37**

Section 7: Handling Student Responses

How to handle student responses – continued

8. Even if a student's answer is totally incorrect, instructors may be able to find some basis for giving the students credit for a "good try."
 - The instructor can point out that the answer was logical, although it was incorrect.
 - Student is not made to look foolish.
 - Student is not discouraged. He or she will probably try to answer future questions.

Instructor Notes

Activity **Activity #6: Handling Student Responses**

Show **Slide 5-38**

Have instructor candidates model the content of each of the questions.

After instructor candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

1. 10 and 2 o'clock used to be taught, but now it is 9 and 3 o'clock.
2. You are exactly right. Other times you need more space is when a large vehicle is in front of you, when following motorcycles, when someone behind you wants to pass or when stopping behind anyone on a hill.
3. You are correct about eating and putting on makeup before you drive, but does anyone know what you should do instead of answering your phone and telling the person you will call them back?

**Section
Summary**

Give a brief summary of Section 6. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 7: Handling Student Responses

Activity

Activity #6: Handling Student Responses

Using the questions and responses below, formulate a response to the student's response to the question.

1. Question: Where should you place your hands on the steering wheel?

Response: At 10 and 2 o'clock

2. Question: What type of situations is a greater distance in front of your vehicle needed?

Response: On wet or slippery surfaces.

3. Question: What can you do to prevent distractions either before or while driving?

Response: Tell a person calling you that you are driving and will call them back, eat and put on makeup before driving.

Section 7
Summary

This section covered how to handle student responses and what to do if the student gives an incorrect or partly correct answer.

Instructor Notes

Introduce

Section 8: Answering Students' Questions



Section Time

Discuss

How to answer students' questions.

Show

Slides 5-39 through 5-41

Emphasize

The importance of not trying to answer a question they don't know the answer to.

Ask

What could happen if you try to answer a question you don't know the answer to?

Section 8: Answering Students' Questions

Introduction Section 8 will cover how to handle students' questions and what to do if you don't know the answer to a question.

Answering
student's
questions

1. Always listen to the entire question being asked. Wait for the student to finish before you begin answering.
2. Repeat each question to the entire class. Take a moment to reflect and compose your answer.
3. If the question is asked in mid-presentation, go ahead and answer if it helps to clarify the topic.
4. Postpone questions aimed at resolving specific problems or academia type of knowledge not practical to the content.
5. Avoid prolonged discussion with one student.
6. When you answer the student's question, be complete and clear.
7. Check with the student to be certain you understood their question and answered it to their satisfaction.

Instructor Notes

Continue Discussion on how to answer students' questions – continued.

Show Slides 5-42 through 5-43

Section Summary Give a brief summary of Section 8. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 8: Answering Students' Questions

How to answer student's questions – continued

8. Never try to answer a question you don't know the answer to. If you don't know the answer, just say so.
 - The instructor will not know the answer to every question asked.
 - Use your resources (i.e. vehicle code, drivers manual, textbook, instructor's guide)
 - Do not attempt to answer the question thereby giving incorrect information. Credibility is lost by trainers who struggle to answer a question they don't know.
 - Simply tell them that you do not know the answer and that you will get back to them with the correct answer.
 - Do not ask if any students know the answer. You cannot be assured that their answer is going to be correct.

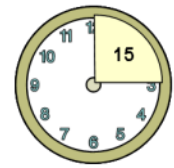
9. Always allow time for students to ask clarifying questions.

10. Q&A sessions can be frightening.
 - Prepare in advance. Knowing the content is your best defense.
 - Knowing how to handle Q&As well is your 2nd best defense.

Section 8
Summary

This section covered how to handle students' questions and what to do if you do not know the answer to a question.

Instructor Notes



Section Time

Module Summary Summarize the purpose of the Module “Questioning Techniques.”

Summarize The Module objectives.

Summarize The information that was presented in the Module.

Show **Slides 5-44 through 5-47**

Key Words The following “Key Words” were introduced in this Module.

Overhead/ undirected question	Pre-directed question	Overhead/ directed question
Deflecting questions	Deferring questions	Inquiry question

Activity Conduct Module Review Activity: Key Words Matchup.

Questions and Answers Ask a few short questions and allow IC’s to ask questions for additional information or clarification.

1. What are the benefits of asking questions?
2. Give me an example of an overhead/directed question and an overhead/undirected question.
3. How should we respond to a student’s incorrect answer to a question?
4. What should you do if asked a question you do not know the answer to?

Quiz Administer quiz on Module 5.

Review Score and review quiz with instructor candidates. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will cover professional responsibility and accountability.

Note Take a short break.

Module Summary

Module Summary

The purpose of this lesson was to introduce the different types of questioning techniques and discuss the benefits of asking questions to generate discussion.

By the end of this Module, you should be able to:

- Describe the different types of questioning techniques.
- Demonstrate how to use questioning techniques.
- Identify how questioning techniques can be used for control.
- Explain how to handle students' responses to questions.
- Describe how to answer student questions.
- Understand how to deflect or defer student questions.

The information that was presented in this Module will help you to understand the different types of questioning, how to handle student responses and how to answer student questions.

Key Words

The following "Key Words" were introduced and defined during the lesson.

Overhead/ undirected question	Pre-directed question	Overhead/ directed question
Deflecting questions	Deferring question	Inquiry question

Instructor Notes

**Module
Review
Activity**

Key Words Matchup

Have IC's write in the letter of the associated key word.

After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

1. D
2. C
3. E
4. A
5. B
6. F

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Overhead/ undirected question	B. Pre-directed question	C. Overhead/ directed question
D. Deflecting questions	E. Deferring questions	F. Inquiry questions

1. _____ If a student does not know the answer to a question and the instructor asks if anyone can help them.
2. _____ A question thrown out to the entire class and the instructor picks out a particular student to answer.
3. _____ If a student asks a question about content that will be covered later in the course.
4. _____ A question thrown out to the entire class, anyone can answer it.
5. _____ A particular student is selected before the question is posed.
6. _____ A style of questioning technique used to lead the students to the answer.

Instructor Notes

Summary Sheet Provide IC's with a summary sheet as a review of the module.

Review Module highlights with IC's.



Elapsed Time

Summary Sheet

Summary
Sheet

The Value of Questions

Questions are an essential element of every presentation. They heighten student's involvement, give the students an opportunity to quickly apply knowledge, help in the retention of information being learned and help to create discussion among the class.

How to Develop an Effective Question

To develop an effective question be concise, provide sufficient context, ask for not only a statement, but reasoning and values behind it and avoid very narrow issues.

How to Ask Questions to Structure the Learning

Plan key questions in advance, phrase clearly and specifically, adapt to students' level, be logical and sequential, provide students time to think and follow-up on student responses.

When and Where to Ask Questions

Use questions as the start of a presentation to make connections and set a purpose. Use questions during the presentation to clarify and review and check for understanding. Use questions at the end of the presentation to reinforce critical concepts, encourage critical thinking and build awareness of common threads.

Different Types of Questioning Techniques

There are different types of questioning techniques.

- Overhead/undirected questions – a question thrown out to the entire class, anyone can answer it.
- Pre-directed questions – a particular student is selected before the question is posed.
- Overhead/directed questions – a question is thrown out to the entire class, however, instructor picks out a particular student to answer, rather than waiting for a volunteer.
- Inquiry questions – used to lead the students to the answer, may result in several questions being asked before coming to the correct conclusion to the initial question.
- Deflecting questions – If a student does not know the answer to a question and the instructor asks if anyone can help them.
- Deferring questions – if a student asks a question about content that will be covered later in the course, you may need to move on with the content being discussed now.

Instructor Notes

Summary Sheet – continued Provide IC's with a summary sheet as a review of the module.

Review Module highlights with IC's.

Summary Sheet

Summary
Sheet –
continued

Handling Student Responses

Continuously strive to encourage students to respond to questions. The manner in which the instructor reacts to students' responses will have a major impact on student's willingness to respond to future questions.

When a student provides a correct answer to a question, the instructor should always commend the student.

When a student provides an incorrect answer, the instructor should never convey disappointment, dissatisfaction, or frustration with the response. The instructor should provide constructive criticism.

If an incorrect response is at least partly correct, the instructor should point out the partial validity of the response, then continue to seek the correct answer.

Answering Student's Questions


When answering a student's question always listen to the entire question being asked and wait for the student to finish before you begin answering. Be complete and clear when answering and check with the student to be certain you understood their question and answered it to their satisfaction.

Never try to answer a question you don't know the answer to. If you don't know the answer, just say so. Let them know that you will research it and get back to them.

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Module 5


Questioning Techniques



Slide 5-2

Purpose of the Module


- ▶ The purpose of this module is to introduce the different types of questioning techniques and discuss the benefits of asking questions to generate discussion.



Slide 5-3

Module Sections


- ▶ This module covers eight topics:
 - Questioning.
 - Overhead/undirected questions.
 - Pre-directed questions.
 - Overhead/directed questions.
 - Inquiry style questions.
 - Deflected and deferring questions.
 - Handling student responses.
 - Answering student questions.



Slide 5-4

Module Objectives


- ▶ By the end of this Module, you should be able to:
 - Describe the different types of questioning techniques.
 - Demonstrate how to use questioning techniques.
 - Identify how questioning techniques can be used for control.
 - Explain how to handle students' responses to questions.
 - Describe how to answer student questions.
 - Understand how to deflect or defer student questions.



Slide 5-5

The Value of Questions


- ▶ Heighten student's involvement.
- ▶ Opportunity to quickly apply knowledge.
- ▶ Help in the retention of information being learned.
- ▶ Help to require a higher level of learning on the student's part.
- ▶ Help to create discussion and communication among the class.



Slide 5-6

The Value of Questions

- ▶ Allow students to learn from each other.
- ▶ To evaluate how well students are grasping the information.
- ▶ To evaluate how well the instructor is presenting the materials.
- ▶ To monitor and adjust their teaching accordingly.



Slide 5-7

Good Questions

- ▶ Recognize the wide possibilities of thought
- ▶ Are built around varying forms of thinking
- ▶ Are directed toward learning and evaluative thinking
- ▶ Are open-ended questions

Module 5 PW page 5-3 ANSTSE

Slide 5-8

Bad Questions

- ▶ Vague or ambiguous
- ▶ Yes or No
- ▶ Spoon-fed
- ▶ Too compound or too abstract
- ▶ Are closed-ended questions

Module 5 PW page 5-3 ANSTSE

Slide 5-9

How to Develop an Effective Question

- ▶ Be concise
- ▶ Provide sufficient context
- ▶ Ask not only for a statement, but also for the reasoning and values behind it
- ▶ Avoid very narrow issues

Module 5 PW page 5-4 ANSTSE

Slide 5-10

How to Ask Questions to Structure the Learning

- ▶ Plan key questions in advance
- ▶ Phrase clearly and specifically
- ▶ Adapt to students' level
- ▶ Be logical and sequential
- ▶ Provide students time to think
- ▶ Follow-up on student responses

Module 5 PW page 5-4 ANSTSE

Slide 5-11

When and Where to Ask Questions

- ▶ Use questions at the start of a lesson to:
 - Make connections
 - Set a purpose

Module 5 PW page 5-4 ANSTSE

Slide 5-12

When and Where to Ask Questions

- ▶ Use questions during the lesson to:
 - Clarify and review
 - Confirm
 - Critically evaluate and make personal connections
 - Check for understanding

Module 5 PW page 5-4 ANSTSE

Slide 5-13

When and Where to Ask Questions

- ▶ Use questions at the end of the lesson to:
 - Reinforce critical concepts
 - Encourage critical thinking
 - Build awareness of common threads

Module 5 PW page 5-4

Slide 5-14

? Question

Undirected/Jump Ball Question

Module 5 PW page 5-5

Slide 5-15

Overhead/Undirected Questions

Description	A question thrown out to the entire class, anyone can jump to answer it.
Advantages	<ul style="list-style-type: none"> • Identifies students who will freely respond. • Forces everyone to be thinking.
Disadvantages	<ul style="list-style-type: none"> • Anyone who doesn't want to respond can remain silent. • Class can be dominated by those who respond quickly or loudly.

Module 5 PW page 5-5 and 5-6

Slide 5-16

Learning Activity

Activity #1: Overhead/Undirected Questions

Develop examples of questions using the driver education curriculum vocabulary, concepts and materials.

Module 5 PW page 5-6

Slide 5-17

? Question

Pre-Directed Question

Module 5 PW page 5-7

Slide 5-18

Pre-directed Questions

Description	A question directed to one student.
Advantages	<ul style="list-style-type: none"> • Ensures every student participates. • Used to evaluate a specific student. • Can gain attention from a student who is not attentive.
Disadvantages	<ul style="list-style-type: none"> • Everyone else can ignore the question. • Can be intimidating. • Can create a tense learning environment.

Module 5 PW page 5-7

Slide 5-19

Important Techniques for Posing Pre-directed Questions

- ▶ Instructor must always pause after naming the student, before posing the question.
- ▶ Many students initially are “slightly shocked” when their names are called.
- ▶ Pause for two or three seconds to permit the student to deal confidently with the question.

Module 5 PW page 5-8 ANSTSE

Slide 5-20

Learning Activity

Activity #2: Pre-Directed Questions

Develop examples of questions using the driver education curriculum vocabulary, concepts and materials.

Module 5 PW page 5-8 ANSTSE

Slide 5-21

? Question

Overhead/Directed question

Module 5 PW page 5-9 ANSTSE

Slide 5-22

Overhead/Directed Questions

Description	A question thrown out to the entire class and then instructor calls on a particular student.
Advantages	<ul style="list-style-type: none"> • Instructor can control who is participating. • All students are motivated to think about each question.
Disadvantages	<ul style="list-style-type: none"> • During the pause between posing the question and calling on a student, overly eager students might answer.

Module 5 PW pages 5-9 and 5-10 ANSTSE

Slide 5-23

Learning Activity

Activity #3: Overhead/Directed Questions

Develop examples of questions using the driver education curriculum vocabulary, concepts and materials.

Module 5 PW page 5-10 ANSTSE

Slide 5-24

? Question

Inquiry Style of Question

Module 5 PW page 5-11 ANSTSE

Slide 5-25

Inquiry Style of Question

Description	Several questions being asked to lead the students to the answer.
Advantages	<ul style="list-style-type: none"> • Helps to create a discussion. • Requires a higher level of the thought process. • Guides students to discovery of the answer.
Disadvantages	<ul style="list-style-type: none"> • Continued use will take too much time and can also confuse the students. • Instructors may sometimes give up too early and answer the questions themselves.

Module 5
PW pages 5-11 and 5-12

Slide 5-26

Learning Activity

Activity #4: Inquiry Style of Questions

Develop examples of questions using the driver education curriculum vocabulary, concepts and materials.

Module 5
PW page 5-12

Slide 5-27

? Question

Deflecting and Deferring Questions

Module 5
PW page 5-13

Slide 5-28

Deflecting Questions

- ▶ It is important to “save face” for a student who does not know the answer.
- ▶ To effectively deflect:
 - Deflect the question to another student.
 - Commend them for their response and ask if anyone can help them out.
 - If a student asks you a question ask if anyone knows the answer.

Module 5
PW page 5-13

Slide 5-29

Deferring Questions

- ▶ If a student asks a question about content that will be covered later in the course.
- ▶ “Save face” for the questioner by:
 - Answering immediately if the answer is simple, brief and will help the class move forward.
 - Deferring the question to a Parking Lot list.

Module 5
PW page 5-13

Slide 5-30

Conclusions to Questioning Techniques

- ▶ Asking questions helps create a positive learning environment.
 - Gets students involved
 - Aids in retention
 - Helps instructor to evaluate students
- ▶ No one style of question is the best.

Module 5
PW page 5-14

Slide 5-31

Conclusions to Questioning Techniques

- ▶ Before using any type of questioning technique, ask yourself:
 - Does it make the information relevant
 - Does it make the information more understandable
 - Does it increase the number of connections between ideas

Module 5 PW page 5-14 ANSTSE

Slide 5-32

Learning Activity

Activity #5: Questioning Techniques

Develop questions for your lesson.

Module 5 PW page 5-15 ANSTSE

Slide 5-33

Handling Student Responses

- ▶ Encourage students to respond to questions.
- ▶ The instructors reactions to responses have a major impact on a student's willingness to respond.

Module 5 PW page 5-16 ANSTSE

Slide 5-34

Handling Student Responses

- ▶ When a student provides a correct answer to a question, the instructor should always commend the student.
 - Positive reinforcement
 - (Exactly right!, Perfect!)
 - Bland expressions
 - (Uh huh, yes, no response at all)

Module 5 PW page 5-16 ANSTSE

Slide 5-35

Handling Student Responses

- ▶ When a student provides an incorrect answer, avoid conveying disappointment, dissatisfaction, or frustration with the response.
- ▶ Provide constructive criticism.
- ▶ Never belittle or embarrass the student.

Module 5 PW page 5-16 ANSTSE

Slide 5-36

Handling Student Responses

- ▶ If an incorrect response is at least partly correct, point out the partial validity of the response and seek the correct answer.
 - The student still realizes his or her answer is incorrect.
 - Student is not discouraged. He or she probably will try to answer future questions.

Module 5 PW page 5-16 ANSTSE

Slide 5-37

Handling Student Responses

- ▶ If a student's answer is **totally incorrect**:
 - Point out the answer was logical, but incorrect.
 - Do not make student look foolish.
 - Student is not discouraged.

Module 5 PW page 5-17 ANSTSE

Slide 5-38

Learning Activity

Activity #6: Handling Student Responses

Complete the Activity in the Participant Workbook.

Module 5 PW page 5-18 ANSTSE

Slide 5-39

Answering Student's Questions

- ▶ Wait for the student to finish before you begin answering.
- ▶ Repeat each question to the entire class.
- ▶ If asked in mid-presentation, answer if it helps to clarify the topic.
- ▶ Postpone questions aimed at resolving specific problems or not-related.

Module 5 PW page 5-19 ANSTSE

Slide 5-40

Answering Student's Questions

- ▶ Avoid prolonged discussion with one student.
- ▶ Be complete and clear.
- ▶ Be certain you answered it to their satisfaction.

Module 5 PW page 5-19 ANSTSE

Slide 5-41

? Question

What Could Happen if you try to Answer a Question You Don't Know the Answer To?

Module 5 PW page 5-19 ANSTSE

Slide 5-42

Answering Student's Questions

- ▶ **Never** try to answer a question you don't know the answer to.
 - Use your resources
 - Do not attempt to answer the question.
 - Tell them you do not know the answer and you will get back to them with the correct answer.
 - Do not ask if any students know the answer.

Module 5 PW page 5-20 ANSTSE

Slide 5-43

Answering Student's Questions

- ▶ Always allow time for students to ask clarifying questions.
- ▶ Q&A sessions can be frightening.
 - Prepare in advance.

Module 5 PW page 5-20 ANSTSE

Slide 5-44

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the different types of questioning techniques.
 - Demonstrate how to use questioning techniques.
 - Identify how questioning techniques can be used for control.
 - Explain how to handle students' responses to questions.
 - Describe how to answer student questions.
 - Understand how to deflect or defer student questions.

Module 5 PW page 5-21 ANSTSE

Slide 5-45

Questions and Answers

- ▶ What are the benefits of asking questions.
- ▶ Give me an example of an overhead/directed question and an overhead/undirected question.
- ▶ How should we respond to a student's incorrect answer to a question.
- ▶ What should you do if asked a question you do not know the answer to.

Module 5 ANSTSE

Slide 5-46

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 5 PW page 5-22 ANSTSE

Slide 5-47

Questions?

?

Module 5 ANSTSE

Part I Module 5 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either fill in or select the best answer from the questions below.

1. Which is an example of a good question?
 - a. A yes or no question.
 - b. An abstract question.
 - c. One directed towards learning.

2. To develop an effective question, the instructor should:
 - a. Ask for the reasoning behind it.
 - b. Focus on narrow issues.
 - c. Provide insufficient context.

3. Which of the following best describes an Overhead/Undirected question?
 - a. The question is first thrown out to the entire class and then posed to a specific individual.
 - b. The question is posed to a specific individual.
 - c. The question is thrown out for the entire class.

4. A question that is asked to a particular student:
 - a. Can be used to control talkers in class.
 - b. Does not help with those who are inattentive.
 - c. Involves all students in the classroom.

5. If a student's answer is incorrect, the instructor should:
 - a. Criticize their response.
 - b. Discourage the student from answering future questions.
 - c. Point out the answer was logical, but incorrect.

6. What should you do when answering student's questions?
 - a. Answer questions even if they are not practical to the content.
 - b. Avoid prolonged discussion with one student.
 - c. Do not answer questions in mid-presentation.

7. If you do not know the answer to a question, you should:
 - a. Ask students if they know the answer.
 - b. Get back to them with the correct answer.
 - c. Try to answer the question.

8. List three benefits of asking questions?

a.

b.

c.

9. Describe two types of questioning techniques and list their advantages and disadvantages.

a.

b.

10. If a student does not know the answer to a question what should you do?

Module 6

**Professional Responsibility and
Accountability**

Instructor Notes

Activities

Activity #1: Do's and Don'ts of Teaching

Have IC's make a list of the do's and don'ts of teaching.

Activity #2: Code of Ethics

Have IC's read the State Code of Ethics and explain why it is a needed resource.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

NOTE: The instructor should use their discretion as to what topics to cover in this module. This module may not need to be covered in detail, but provides a sample of what could be covered in the course.

Module Contents

Module Overview	6-2
Section 1: Professional Dress and Demeanor	6-3
Section 2: Human and Community Relations	6-4
Activity #1: Do's and Don'ts of Teaching	6-5
Section 3: Maintaining and Improving Professional Abilities	6-7
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Instructor Notes

Discuss

Module Overview

The previous Modules dealt with the concepts of teaching and learning and characteristics of a good instructor. Now it is time to focus on professional responsibility and accountability as an instructor.



Section Time

Show

Slides 6-1 through 6-4

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC's will be evaluated
8. Length of module
9. How the module will benefit the IC in the real world

Note:

Remind IC's to stop you if they have any questions.

Key Words:

Write the following key words on the board. Explain that they will be defined as you proceed through the module.

Code of ethics	Habits	Impressions
Personal hygiene	Professional organizations	Professionalism

Note:

Remind IC's to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module, we discussed Questioning Techniques.
2. This Module is titled “Professional Responsibility and Accountability.”
3. The purpose of the Module is to help you gain an understanding of the professional responsibility you have as a driver education instructor.
4. This module will cover four topics:
 - Professional dress and demeanor.
 - Human relations and public service.
 - Maintaining and improving professional abilities.
 - Driver education instructor code of ethics.
5. By the end of this module, you will be able to:
 - Describe the importance of professional dress and demeanor as a driver education instructor.
 - Demonstrate how to interact with students in a professional manner.
 - Explain how to conduct public relations and services.
 - Describe how to maintain and improve professional abilities.
 - List and abide by an instructor code of ethics.
6. During the module, you will be required to participate in group discussion and activities.
7. During the module, you will be evaluated through questions and answers. Additionally, there will be a 10 question quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 2 hours with a short break following the module.
9. This module will help you to improve your professional abilities, human relations and professional dress and help you to interact effectively with your students.

Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Code of ethics	Habits	Impressions
Personal hygiene	Professional organizations	Professionalism

Instructor Notes

Introduce **Section 1: Professional Dress and Demeanor**



Section Time

Discuss **First impressions.**

Ask The IC's why good personal appearance and hygiene is important to first impressions.

Show **Slides 6-5 through 6-6**

Discuss **Personal hygiene**

Ask IC's why good personal hygiene is important as a driver education instructor and to give examples of good hygiene.

Show **Slides 6-7 through 6-9**

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: Professional Dress and Demeanor

Introduction Section 1 will discuss the instructor's professional dress and demeanor. These tips will be essential for providing quality driver education instruction to a student.

First Impressions It is important to have standards for appearance as an instructor. These standards should:

- Maintain your professionalism.
- Provide greater self-esteem to the instructor.
- Not be offensive to students/parents.

Personal hygiene Personal hygiene is very important when you work directly with the public. Your personal hygiene impacts the way a student perceives you and can lead to uncomfortable situations if not complied with. Poor hygiene can be offensive and lead to bad impressions. Some examples of good personal hygiene may include:

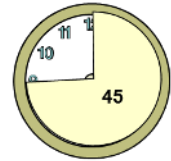
- Appropriate grooming.
- Having clean, trimmed hair.
- Using deodorant.
- Bathing daily.
- Clean / pressed clothes or uniform.
- Fresh breath.
- Other items of grooming.

Section 1 Summary This section covered the importance of good personal appearance and hygiene and emphasized the importance of presenting a professional appearance to students and parents.

Instructor Notes

Introduce

Section 2: Human and Community Relations



Section Time

Discuss

Guidelines for interacting with students.

Show

Slides 6-10 through 6-11

Discuss

Common Do's and Don'ts of Teaching

Show

Slides 6-12 through 6-13

Section 2: Human and Community Relations

Introduction Section 2 will cover guidelines for interacting with students, how to positively influence public community opinion regarding driver education and traffic safety.

Guidelines for interacting with students Maintaining proper instructor attitude. The instructor is there to offer students a service and, as such, students and parents have reason to expect that the instructor will give accurate, efficient, honest service without discrimination to anyone. The instructor should constantly:

- Review his/her attitude as an instructor.
- Evaluate their actions and manners to ensure they are conducting themselves in a professional manner.
- Stay knowledgeable and informed on current conditions in the field of driver education, as it is their professional duty.

Common Do's and Don'ts of Teaching Nothing is more offensive to another individual than to meet a person who not only has bad manners, but also has offensive habits and unhygienic qualities. The following are some common do's and don'ts of which the instructor, as a professional, should be aware. Discuss each in class.

- **Do** identify yourself by name.
- **Do** appear with a smile, even if you don't feel that way.
- **Do** be positive in your approach.
- **Do** emphasize good points before concentrating on bad ones.
- **Do** keep your control.
- **Do** keep your tone of voice cordial.
- **Do** show consideration for the students' needs.

- **Do Not** act with bias or prejudice.
- **Do Not** appear to take a student's problem lightly.
- **Do Not** take a defensive position.
- **Do Not** chew gum while teaching.
- **Do Not** breathe in the student's face.
- **Do Not** act in a demeaning manner.
- **Do Not** act in an authoritarian manner.
- **Do Not** appear disinterested or preoccupied.
- **Do Not** use personal electronic devices when teaching.

Instructor Notes

Activity **Activity #1: Do's and Don'ts of Teaching**

Show **Slide 6-14**

Have IC's make a list of do's and don'ts of teaching.

After IC's have completed the activity, discuss the answers and explain any questions.

Summarize The activity upon completion.

Answer Key

Do's of Teaching	Don'ts of Teaching
<ul style="list-style-type: none">• Do identify yourself by name.• Do appear with a smile, even if you don't feel that way.• Do be positive in your approach.• Do emphasize good points before concentrating on bad ones.• Do keep your control.• Do keep your tone of voice cordial.• Do show consideration for the students' needs.	<ul style="list-style-type: none">• Do Not act with bias or prejudice.• Do Not appear to take a student's problem lightly.• Do Not take a defensive position.• Do Not chew gum while teaching.• Do Not breathe in the student's face.• Do Not act in a demeaning manner.• Do Not act in an authoritarian manner.• Do Not appear disinterested or preoccupied.• Do Not use personal electronic devices when teaching.

Section 2: Human and Community Relations

Activity

Activity #1: Do's and Don'ts of Teaching

Your instructor covered the do's and don'ts that you should be aware of as an instructor. Make a list of do's and don'ts of teaching.

Do's of Teaching	Don'ts of Teaching

Instructor Notes

Discuss **Public relations and service.**

Show **Slides 6-15 through 6-18**

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 2: Human Relations and Public Service

Public relations and service

The driver education instructor should attempt to positively influence public opinion concerning the driver education program by conducting a continuous public relations campaign via letters to the parents of students in the program, parent's meetings, media usage and a variety of community service projects.

The instructor should:

1. Establish and maintain a plan to present a positive image for the driver education program.
 - Develop good professional working relationships with the other instructors, school staff, and administrators/school management.
 - Establish and maintain positive relationships with automobile dealers and other private agents.
 - Convey the nature and purpose of the driver education program to persons in the community.
2. Provide the community information and education regarding traffic safety.
 - Hold periodic education programs for parents and the community.
3. Perform service activities in the community.
 - Assess unique situations within community requiring attention of students and citizens.
 - Conduct service activities to upgrade traffic safety in the community.
 - Participate in community traffic safety activities as a resource person.

Section 2 Summary

This section covered the importance of good human relations and communication skills and how to interact with students and conduct public services.

Instructor Notes

Introduce

Section 3: Maintaining and Improving Professional Abilities



Section Time

Discuss

How to maintain and improve professional abilities.

Show

Slide 6-19

Section 3: Maintaining and Improving Professional Abilities

Introduction Section 3 will discuss how the instructor can maintain and improve their professional abilities through professional development, maintaining active membership in national and state organizations and associations, and demonstrating ethical behavior.

How to maintain and improve professional abilities The instructor should maintain their professional abilities by investigating new developments in the field of driver education, participating in appropriate professional organizations and meetings, in-service training and reading professional and related literature. The instructor should:

1. Engage in a personal professional improvement program.
 - Keep abreast of professional developments, societal needs, and technological advances.
 - Demonstrate initiative for developing self and peers to increasing levels of competence and confidence.
 - Demonstrate an acceptance of self-growing out of knowledge of his/her own motivation, strengths, weaknesses, and a willingness to criticize and develop strategies to modify weaknesses.
 - Upgrade professional competencies through attendance at traffic safety-related workshops, seminars, courses and meetings and to keep up-to-date on articles and reports related to the profession.
 - Use instructor and program evaluation data to formulate a plan for improvement of professional competence.
2. Participate in and support appropriate professional organizations, such as the American Driver and Traffic Safety Education Association (ADTSEA), the Driving School Association of the Americas (DSAA), other national, state and local associations.
 - Support the purposes and programs of appropriate professional associations.
 - Attend driver education and related association meetings.
 - Contribute when appropriate to professional publications.

Instructor Notes

Discuss **How to maintain and improve professional abilities – continued**

Section Summary Give a brief summary of Section 3. Ask a few short questions before proceeding onto the next section.



Section 3: Maintaining and Improving Professional Abilities

How to maintain and improve professional abilities

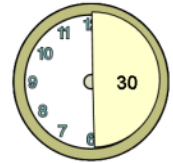
3. Demonstrate behavior which is professionally ethical.
 - Demonstrate knowledge of the ethical procedures of a professional code of conduct.
 - Demonstrate good physical appearance and practice personal hygiene habits.
 - Demonstrate the ability to maintain high standards of professional competence.

Section 3
Summary

This section covered how the instructor can maintain and improve their professional abilities through professional development, organizations and associations, and demonstrating ethical behavior.

Instructor Notes

Introduce **Section 4: Driver Education Instructor Code of Ethics**



Section Time

Discuss **Code of ethics.**

Show **Slide 6-20**

Ask IC's why they think a code of ethics is necessary.

Discuss **The purpose for code of ethics.**

Show **Slides 6-21 through 6-23**

Discuss **Why professionalism as a driver education instructor is so important.**

Show **Slide 6-24 through 6-25**

Section 4: Driver Education Instructor Code of Ethics

Introduction Section 4 will introduce the Driver Education Instructor Code of Ethics. As a professional driver education instructor it is essential you abide by the Driver Education Instructor Code of Ethics.

Code of ethics A code of ethics is a system of principles, rules, values and commitments, including a moral philosophy governing an individual or group.

Purpose for code of ethics A professional code can serve many purposes.

- Identifies duties, appropriate conduct and performance standards.
- Establishes values and identifies essential qualities.
- Provides guidance and direction.
- Prescribes a code of honor, pledge of commitment or agreement of performance.
- Promote professionalism and advance the profession.

The driver education instructor may be governed by a:

- Professional Code of Ethics
- State Code of Ethics
- Organization Code of Ethics
- Human rights legislation, if applicable

Why professionalism as a driver education instructor is so important Driving must become to each individual a social responsibility and an exacting skill. To the attainment of this ideal the profession of a driver education instructor dedicates itself, and prescribes the moral philosophy by which its members shall be governed.

- Driving is a social activity in which you must become socially responsible.
- Driving is an exacting skill and instructors must help drivers to understand their responsibilities.

Instructor Notes

- Discuss** **[Your State, District or School Driver Education Instructor Code of Ethics.]**
- Distribute** Your State, District or School Code of ethics to instructor candidates.
- Emphasize** That as part of graduation, the instructor candidate will be asked to subscribe to the state, district or school driver education instructor code of ethics.
- Show** **Slide 6-26**

Activity **Activity #2: Code of Ethics**

- Show** **Slide 6-27**
- Have IC's read the State Code of Ethics and explain why it is a needed resource.

Section Summary Give a brief summary of Section 4. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 4: Driver Education Instructor Code of Ethics

Driver Education Instructor Code of Ethics Your instructor will discuss your driver education code of ethics.

Activity #2

Activity #2: Code of Ethics

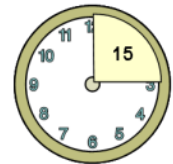
Read your state's code of ethics and be ready to explain why it is a needed resource.

Section 4
Summary

This section covered the purpose and importance of a professional code of ethics as a driver education instructor.

As a professional driver education instructor you will be expected to abide by the code of ethics.

Instructor Notes



Section Time

Module Summary Summarize the purpose of the module “Professional Responsibility and Accountability.”

Summarize The module objectives.

Summarize The information that was presented in the module.

Show **Slides 6-28 through 6-31**

Key Words The following “Key Words” were introduced in this module.

Code of ethics	Habits	Impressions
Personal hygiene	Professional organizations	Professionalism

Activity Conduct Module Review Activity: Key Words Matchup

Questions and Answers Ask a few short questions and allow instructor candidates to ask questions for additional information or clarification.

1. Why is it important to make a good first impression with the students?
2. How can the driver education instructor positively influence public opinion concerning driver education?
3. How can the driver education instructor maintain and improve their professional abilities?
4. In regards to the code of ethics who should the instructor provide responsibility to?

Quiz Administer quiz on Module 6.

Review Score and review quiz with IC’s. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will cover sexual harassment and liability protection.

Note Take a short break.

Module Summary

Module Summary

The purpose of the module is to help you gain an understanding of the professional responsibility you have as a driver education instructor.

By the end of this Module, you should be able to:

- Describe the importance of professional dress and demeanor as a driver education instructor.
- Demonstrate how to interact with students in a professional manner.
- Explain how to conduct public relations and services.
- Describe how to maintain and improve professional abilities.
- List and abide by an instructor code of ethics.

The information presented in this module is essential to improve your professional abilities, human relations and professional dress and help you to interact effectively with your students.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Code of ethics	Habits	Impressions
Personal hygiene	Professional organizations	Professionalism

Instructor Notes

Module Review Activity

Key Words Matchup

Have IC's write in the letter of the associated key word.

After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

1. C
2. A
3. E
4. F
5. D
6. B

Module Review Activity

Module Review Activity Key Words Matchup

On the line below, write the letter of the associated key word.

A. Code of ethics	B. Habits	C. Impressions
D. Personal hygiene	E. Professional organizations	F. Professionalism

1. _____ The way someone perceives you the first time they meet you.
2. _____ A system of principles, rules, values and commitments, including a moral philosophy governing an individual or group.
3. _____ Seeks to further the profession and the interests of the driver education instructor and the public interest.
4. _____ The skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well.
5. _____ Impacts the way the students and the public perceives you and can lead to uncomfortable situations if not complied with.
6. _____ A particular practice, custom or usage that has become almost involuntary as a result of frequent repetition.

Instructor Notes

Summary Sheet Provide IC's with a summary sheet as a review of the module.

Review Module highlights with IC's.



Elapsed Time

Summary Sheet

Summary Sheet

Professional Dress and Demeanor

It is important to have standards for appearance as an instructor. Your personal hygiene impacts the way the public perceives you and can lead to uncomfortable situations if not complied with. Poor hygiene can be offensive and lead to bad impressions.

Human and Community Relations

The instructor should review their attitude as an instructor, evaluate their actions and manners to ensure they are conducting themselves in a professional manner, and stay knowledgeable and informed on current conditions in the field of driver education, as it is their professional duty.

The instructor should establish and maintain a plan to present a positive image for the driver education program, provide the community information and education regarding traffic safety, and perform service activities in the community.

Maintaining and Improving Professional Abilities

The instructor should maintain their professional abilities by investigating new developments in the field of driver education, participating in appropriate professional organizations and meetings, in-service training and reading professional and related literature. The instructor should engage in a personal professional improvement program, participate in and support appropriate professional organizations, such as the American Driver and Traffic Safety Education Association (ADTSEA), the Driving School Association of the Americas (DSAA), other national, state and local associations, and demonstrate behavior which is professionally ethical.

Instructor Notes

Summary
Sheet

Summary sheet - continued

Summary Sheet

Summary
Sheet –
continued


Driver Education Instructor Code of Ethics

A code of ethics is a system of principles, rules, values and commitments, including a moral philosophy governing an individual or group. A professional code identifies duties, appropriate conduct and performance standards, establishes values and identifies essential qualities, provides guidance and direction, prescribes a code of honor, pledge of commitment or agreement of performance and advances professionalism.

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Module 6


Professional Responsibility and Accountability



Slide 6-2

Purpose of the Module


- ▶ The purpose of the Module is to help you gain an understanding of the professional responsibility you have as a driver education instructor.



Slide 6-3

Module Sections


- ▶ This module will cover four topics:
 - Professional dress and demeanor.
 - Human relations and public service.
 - Maintaining and improving professional abilities.
 - Driver education instructor code of ethics.



Slide 6-4

Module Objectives

- ▶ By the end of this Module, you should be able to:
 - Describe the importance of professional dress and demeanor as a driver education instructor.
 - Demonstrate how to interact with students in a professional manner.
 - Explain how to conduct public relations and services.
 - Describe how to maintain and improve professional abilities.
 - List and abide by an instructor code of ethics.



Slide 6-5

? Question


Why is good personal appearance & hygiene important to first impressions?



Slide 6-6

First Impressions

- ▶ Maintain your professionalism.
- ▶ Provide greater self-esteem to the instructor.
- ▶ Not be offensive to students/parents.



Slide 6-7

? Question

Why is good personal hygiene important as a driver education instructor?

Give examples of good hygiene.

Module 6 PW page 6-2 ANSTSE

Slide 6-8

Personal Hygiene

- ▶ Important when you work directly with the public.
- ▶ Impacts the way the public perceives you.
- ▶ Can lead to uncomfortable situations if not complied with.
- ▶ Can be offensive and lead to bad impressions.

Module 6 PW page 6-2 ANSTSE

Slide 6-9

Personal Hygiene

- ▶ Appropriate grooming.
- ▶ Having clean, trimmed hair.
- ▶ Using deodorant.
- ▶ Bathing daily.
- ▶ Clean / pressed clothes or uniform.
- ▶ Fresh breath.
- ▶ Other items of grooming.

Module 6 PW page 6-2 ANSTSE

Slide 6-10

Guidelines for Interacting with Students

- ▶ Maintaining proper instructor attitude.
- ▶ Instructor offering students a service.
- ▶ Instructor should give accurate, efficient, honest service without discrimination to anyone.

Module 6 PW page 6-4 ANSTSE

Slide 6-11

Guidelines for Interacting with Students

- ▶ The instructor should constantly:
 - Review his/her attitude as an instructor.
 - Evaluate their actions and manners.
 - Stay knowledgeable and informed on current conditions.

Module 6 PW page 6-4 ANSTSE

Slide 6-12

Common Do's of Teaching

- ▶ Do identify yourself by name.
- ▶ Do appear with a smile.
- ▶ Do be positive in your approach.
- ▶ Do emphasize good points before concentrating on bad ones.
- ▶ Do keep your control.
- ▶ Do keep your tone of voice cordial.
- ▶ Do show consideration for the students' needs.

Module 6 PW page 6-4 ANSTSE

Slide 6-13

Common Don'ts of Teaching

- ▶ *Do Not* act with bias or prejudice.
- ▶ *Do Not* appear to take a student's problem lightly.
- ▶ *Do Not* take a defensive position.
- ▶ *Do Not* chew gum while teaching.
- ▶ *Do Not* breathe in the student's face.
- ▶ *Do Not* act in a demeaning manner.
- ▶ *Do Not* act in an authoritarian manner.
- ▶ *Do Not* appear disinterested or preoccupied.
- ▶ *Do Not* use personal electronic devices when teaching.

Module 6 PW page 6-4 ANSTSE

Slide 6-14

Learning Activity

Activity #1: Do's and Don'ts of Teaching

Complete Activity in Participant Workbook

Module 6 PW page 6-5 ANSTSE

Slide 6-15

Public Relations and Service

- ▶ Attempt to positively influence public opinion concerning the driver education program via:
 - letters to the parents of students in the program,
 - parent meetings,
 - media usage and
 - a variety of community service projects.

Module 6 PW page 6-6 ANSTSE

Slide 6-16

Public Relations and Service

- ▶ Establish and maintain a plan to present a positive image for the driver education program.
 - To other instructors, school staff, and management.
 - Automobile dealers and other private agents.
 - Persons in the community.

Module 6 PW page 6-6 ANSTSE

Slide 6-17

Public Relations and Service

- ▶ Provide the community information and education regarding traffic safety.
 - Hold periodic education programs for parents and the community.

Module 6 PW page 6-6 ANSTSE

Slide 6-18

Public Relations and Service


- ▶ Perform service activities in the community
 - Assess unique situations within community.
 - Conduct service activities to upgrade traffic safety in the community.
 - Participate in community traffic safety activities as a resource person.

Module 6 PW page 6-6 ANSTSE

Slide 6-19

How to Maintain and Improve Professional Abilities

- ▶ By investigating new developments in the field of driver education.
- ▶ Participating in appropriate professional organizations and meetings, in-service training (ADTSEA, DSAA, other state and local groups).
- ▶ Reading professional and related literature.



Module 6 PW page 6-7 ANSTSE

Slide 6-20

Code of Ethics

- ▶ A code of ethics is a system of principles, rules, values and commitments, including a moral philosophy governing an individual or group.

Module 6 PW page 6-9 ANSTSE

Slide 6-21

? Question

Why do you think a code of ethics is necessary?

Module 6 PW page 6-9 ANSTSE

Slide 6-22

Purpose for Code of Ethics

- ▶ Identifies duties, appropriate conduct and performance standards.
- ▶ Establishes values and identifies essential qualities.
- ▶ Provides guidance and direction.
- ▶ Prescribes a code of honor, pledge of commitment or agreement of performance.
- ▶ Promote professionalism and advance the profession.

Module 6 PW page 6-9 ANSTSE

Slide 6-23

Purpose for Code of Ethics

The driver education instructor may be governed by a:

- ▶ Professional Code of Ethics
- ▶ State Code of Ethics
- ▶ Organization Code of Ethics
- ▶ Human rights legislation, if applicable

Module 6 PW page 6-9 ANSTSE

Slide 6-24

Why Professionalism is so Important?

- ▶ Driving must become to each individual a social responsibility and an exacting skill.
- ▶ The profession of a driver education instructor dedicates itself, and prescribes the moral philosophy.

Module 6 PW page 6-9 ANSTSE

Slide 6-25

Why Professionalism is so Important?

- ▶ Driving is a social activity in which you must become socially responsible.
- ▶ Driving is an exacting skill and instructors must help drivers to understand their responsibilities.

Module 6 PW page 6-9 ANSTSE

Slide 6-26

State, District or School Instructor Code of Ethics

- ▶ Commitment to the student
- ▶ Commitment to the school and school system
- ▶ Commitment to the profession

Module 6 PW page 6-10 ANSTSE

Slide 6-27

Learning Activity

Activity #2 Code of Ethics

Read your State's Code of Ethics and explain why it is a needed resource.

Module 6 PW page 6-10 ANSTSE

Slide 6-28

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the importance of professional dress and demeanor as a driver education instructor.
 - Demonstrate how to interact with students in a professional manner.
 - Explain how to conduct public relations and services.
 - Describe how to maintain and improve professional abilities.
 - List and abide by an instructor code of ethics.

Module 6 PW page 6-11 ANSTSE

Slide 6-29

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 6 PW page 6-12 ANSTSE

Slide 6-30


Questions and Answers

- ▶ Why is it important to make a good first impression with the students?
- ▶ How can the driver education instructor positively influence public opinion concerning driver education?
- ▶ How can the driver education instructor maintain and improve their professional abilities?
- ▶ In regards to the code of ethics who should the instructor provide responsibility to?


Module 6 ANSTSE

Slide 6-31

Questions?



Module 6



Part I Module 6 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either fill in or select the best answer from the questions below.

1. As a professional instructor, you should:
 - a. Act in an authoritarian manner.
 - b. Emphasize bad points before discussing good points.
 - c. Show consideration for the students' needs.

2. Which is true of poor personal hygiene?
 - a. Can lead to uncomfortable situations.
 - b. Does not impact the way a student perceives you.
 - c. Will not affect a student's impression.

3. A code of ethics:
 - a. Establishes rules.
 - b. Identifies driving standards.
 - c. Is an agreement of ability.

4. Driving is a/an:
 - a. Individual activity.
 - b. Personal activity.
 - c. Social activity.

5. To positively impact public opinion of the driver education community, as an instructor you should:
 - a. Avoid interacting with persons in the community.
 - b. Hold periodic education programs for parents and the community.
 - c. Solicit individuals in the community to assist you.

6. To maintain professional abilities, as an instructor you should:
 - a. Criticize your teaching skills.
 - b. Limit your understanding of developments in the field.
 - c. Support the purposes and programs of professional associations.

7. How can the driver education instructor positively influence public opinion of the program?

8. List 3 do's of teaching.

a.

b.

c.

9. List 3 don'ts of teaching

a.

b.

c.

10. What are 3 ways to maintain and improve professional abilities?

a.

b.

c.

Module 7

**Sexual Harassment and Liability
Protection**

Instructor Notes

Activities

Activity #1: Liability Protection Portfolio

Have IC's begin developing their liability portfolio, which is a collection of documents that establishes practices and procedures and helps determine what documents should be developed.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

NOTE: The instructor should use their discretion as to what topics to cover in this module. This module may not need to be covered in detail, but provides a sample of what could be covered in the course. If your state does not have specific content for these topics use this module to teach these topics.

Module Contents

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Section 2: Liability Protection..... 7-6

 Activity #1: Liability Protection Portfolio 7-11

Module Summary 7-12

 Module Review Activity: Key Word Matchp..... 7-13

Summary Sheet 7-14

Instructor Notes

Discuss

Module Overview

This module provides information on sexual harassment and liability protection.



Section Time

Show

Slides 7-1 through 7-4

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC's will be evaluated
8. Length of Module
9. How the Module will benefit the IC in the real world

Note:

Remind IC's to stop you if they have any questions.

Key Words:

Write the following key words on the board. Explain that they will be defined as you proceed through the module.

Sexual harassment	Liability	Tort
Feasance	Malfeasance	Misfeasance
Non-feasance		

Note:

Remind IC's to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module, we discussed Professional Responsibility and Accountability.
2. This Module is titled “Sexual Harassment and Liability Protection.”
3. The purpose of the module is to provide information on instructor professionalism, including sexual harassment and liability.
4. This module will cover two topics:
 - Sexual harassment.
 - Liability protection.
5. By the end of this module, you will be able to:
 - Describe policies related to sexual harassment.
 - Explain the liability protection a driver education instructor should have.
 - Develop a liability portfolio.
6. During the Module, you will be required to participate in group discussion and activities.
7. During the Module, you will be evaluated through questions and answers. Additionally, there will be a 10 question quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This Module will last approximately 1 hour 35 minutes with a short break following the module.
9. This Module will help you to understand your responsibilities as an instructor in relation to sexual harassment and liability protection.

Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Sexual harassment	Liability	Tort
Feasance	Malfeasance	Misfeasance
Non-feasance		

Instructor Notes

Introduce **Section 1: Sexual Harassment**



Section Time

Discuss **A safe learning environment and the instructor's position of authority.**

Show **Slides 7-5 through 7-6**

Discuss **What is sexual harassment?**

Show **Slides 7-7 through 7-8**

Section 1: Sexual Harassment

Introduction

Section 1 will cover the definition and examples of sexual harassment, how to determine whether your behavior is proper, flags or warning signs of sexual harassment and what to do if you are the victim of sexual harassment.

A safe learning environment and the instructor's position of authority

- The driver education environment needs to be a safe place for the student to learn and the instructor to teach.
 - Complaints will be taken seriously and may result in an investigation.
 - A driving instructor is in a position of power over all students who are working to receive a "Certificate of Completion" for driver education.
 - The instructor has a professional responsibility to the student to maintain a safe and respectful learning environment.
-

What is sexual harassment?

- Any unwanted attention of a sexual nature that creates discomfort and/or interferes with the learning environment.
 - Verbal abuse, insults, suggestive comments and demands
 - Leering, pressure for sexual activity
 - Touching, pinching and patting
 - Can end up as attempted rape or rape
- Examples of sexual harassment include:
 - Staring at a person or focusing upon a particular area of the body
 - Terms of address such as "honey," "baby," "chick," "dear"...etc.
 - Sexual or intrusive questions about an individual's personal life
 - Explicit offers of sex for grades, money or other rewards

Instructor Notes

Continue **Discussion on what sexual harassment is.**

Show **Slide 7-9**

Discuss **How to determine whether your behavior is proper?**

Show **Slides 7-10 through 7-11**

Discuss **Flags or warning signs of sexual harassment.**

Show **Slide 7-12**

Section 1: Sexual Harassment

Sexual harassment – continued

- Giving personal gifts to a student can be construed as sexual harassment. Instructors should be extremely cautious about giving any gifts to a student.
- Do not use lesson time to have students drive on personal errands as part of the lesson.

Determining whether your behavior is proper

- In determining whether your behavior is proper, ask yourself the following:
 - Would I want my behavior to be the subject of a newspaper article or to appear on the news?
 - Would I behave the same way if my wife, husband, or significant other were standing next to me?
 - Would I want someone else to act this way toward my daughter, son, wife, husband, or significant other?
 - Is there equal power between me and the person I am interacting with?
 - Is there equal initiation and participation between me and the person I am interacting with?
 - Will I worry about the student or employee telling anyone about my behavior?

Flags or warning signs of sexual harassment

- “No one will know.”
- “This will be our little secret.”
- “Let’s keep this between you and me.”

Instructor Notes

Discuss **What to do if you are the victim of sexual harassment.**

Show **Slide 7-13**

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: Sexual Harassment

What to do if you are the victim of sexual harassment

- Be assertive. The harasser's behavior generally changes after being confronted.
- Keeping a diary of the time, place, date, any witnesses, and a description of each incident will help if you decide to pursue a formal complaint.
- Tell someone.

Section 1
Summary

Section 1 covered the definition and examples of sexual harassment, how to determine whether your behavior is proper, flags or warning signs of sexual harassment and what to do if you are the victim of sexual harassment.

Instructor Notes

Introduce **Section 2: Liability Protection**



Section Time

Discuss **What is liability and tort?**

Show **Slide 7-14**

Discuss **Why liability is important to a driver education instructor?**

Show **Slide 7-15**

Discuss **Issues of liability for traffic safety instructors.**

Show **Slides 7-16 through 7-17**

Provide Real life examples of liability issues for driver education instructors.

Section 2: Liability Protection

Introduction Section 2 will cover what liability protection you need as a driver education instructor and will help you begin to develop a liability portfolio.

What is liability and tort? Liability means legal responsibility for one's acts or omissions.

Tort is a civil wrong or wrongful act, whether intentional or accidental, from which injury occurs to another. Torts include all negligence cases as well as intentional wrongs which result in harm.

Why liability is important to a driver education instructor?

- Traffic safety instructors are in a unique position to influence student behavior. Student behaviors can become liability issues in collisions.
- Traffic safety instructors are being asked to testify and document student learning. As cases become more complicated by circumstances and driver behavior, the instructor may be requested to justify teaching practices, procedures, and assessment of skills.
- Instructor liability may be an issue if records do not indicate performance and assessment of required skills.

Issues of liability for traffic safety instructors Two concerns are present:

1. Testifying to instructor assessment of student behavior and collision avoidance techniques are often at issue. Each may place the traffic safety instructor in a court situation.
2. Safety education instructors in many ways assess driver performance and driver behavior in tasks that are required to be performed by the curriculum guide in the local school district.
 - Driver performance is defined as a measurement of what the driver is able to do.
 - Driver behavior is more stringently defined as what the driver actually does in a situation.
 - Often the assessment mechanisms are not designed to differentiate performance and behavior.

Instructor Notes

Continue **Discussion on issues of liability for traffic safety instructors – continued**

Show

Slide 7-18

Discuss **Feasance issues.**

Show

Slide 7-19 through 7-23

Provide

Real life examples of litigation.

Ask

Scenario based questions on liability to instructor candidates.

Section 2: Liability Protection

Issues of liability for traffic safety instructors – continued

Liability issues surround two issues for the instructor being held at the higher or highest level of care for the safety of his students.

1. Did the instructor perform everything which could have been done to prevent a collision?
 2. Did the instructor perform everything which should have been known to avoid a collision?
-

Feasance issues

- **Feasance** – carrying out of lawful obligations.
- **Misfeasance of duty** – the improper or illegal performance of a legal act as defined by law, regulation, standard, guideline, professional practice, or procedure.
 - For example, passing is a lawful and legal act. An instructor requests a student driver to simulate a pass over a broken yellow line without a vehicle in front of him. Passing is legal, but crossing center line is not when a pass or an emergency is not taking place. A resulting incident may become a misfeasance of duty issue.
- **Malfeasance of duty** – the performance of an illegal act as defined by law, regulation, standard, guideline, professional practice, or procedure.
 - For example, the local curriculum guide calls for recognizing and operating a vehicle on one-way streets. A student driver is requested to turn onto a one-way designated street in the opposite direction to assess the student's ability to recognize the street signs. The instructor allows the student to turn onto the street and an incident occurs. The student is operating the vehicle in an illegal manner on a one-way street. Any resulting incident may become a malfeasance of duty issue.

Instructor Notes

Continue **Discussion on feasant issues – continued**

Show **Slides 7-24 through 7-25**

Discuss **Statute relevance.**

Show **Slides 7-26 through 7-27**

Discuss **National driver education standards.**

Show **Slide 7-28**

Section 2: Liability Protection

Feasance issues – continued

- **Nonfeasance** – is failure to perform a legal act that should be performed as defined by law, regulation, standard, guideline, professional practice, or procedure.
 - As an example, the local driver education lesson plan includes a roadway with multiple stop designations. The student approaches the intersection without noticing the stop sign. The instructor allows the student driver to progress through the intersection and an incident occurs. The resulting incident may become a nonfeasance of duty issue.
-

Statute relevance

When questions of duty arise and levels of performance are queried before the court system, the system relies on sequencing of relevant laws, procedures, and practices. Traffic safety instructors would be held accountable for their actions based on the following sequences:

National

- Federal Uniform Vehicle Codes
- Department Standards
- National Curriculum Standards
- Agency Regulations
- Textbooks and Curriculum Materials

State

- Traffic and Civil Statutes
 - Administrative Rules and Instructor Certification
 - Model curriculum guidelines
 - Approved local curriculum
 - State and Local practices
-

Novice Teen Driver Education and Training Administrative Standards (NTDETAS)

The Novice Teen Driver Education and Training Administrative Standards are a key highway safety countermeasure for states to use in improving teen driver safety. The standards guide all novice teen driver education and training programs to provide quality, consistent driver education and training. These standards serve as an anchor for State policies on driver education and training. The Standards consist of 5 sections:

1. Program Administration
2. Education and Training
3. Instructor Qualifications
4. Coordination with Driver Licensing
5. Parental Involvement

Instructor Notes

Discuss **Liability portfolio contents.**

Show **Slide 7-29**

Provide A sample liability portfolio for students to review.

Discuss **Considerations for the instructor.**

Show **Slides 7-30 through 7-31**

Section 2: Liability Protection

Liability portfolio contents

- Certification Records
- Approved Curriculum Guide
- Sample Classroom Lesson Plan
- Sample In-vehicle Lesson Plan
- Exemptions to Curriculum Plan
- Local Practices
- List of Resources Used

Considerations for the instructor

- Parent meeting
- In-vehicle guide
- Provide copies of state driver manual
- Written communication to parents/guardians
- Provide guide for safe in-vehicle practices
- Policy manual
- Evidence indicating a certified and organized pattern of practice
- Evidence of pre-assessment was given
- Evidence indicating approved lesson plans and drive routes showing organized pattern of instruction
- Evidence of permit check
- Evidence indicating student progress and level of competence
- Establish an instructor liability portfolio
- Establish student files of instruction

Instructor Notes

Discuss **Planning BTW lessons.**

Show **Slides 7-32 through 7-33**

Discuss **Protecting yourself.**

Show **Slide 7-34**

Section 2: Liability Protection

Planning BTW lessons

- Pre-assessment
 - Preparation for lesson
 - Record keeping
- Lesson objectives
 - Meet National standards
 - Meet state standards
 - Meet local standards
- Learning activities
 - Demonstration
 - Practice
 - Evaluation
 - Level of task performance
- Assessments
- Record keeping
- Parent involvement

Protecting yourself

- Novice progression evidence
- Novice capability or evidence of incapability
- Injury/crash records
- Written lesson plans and routes
- Evidence of care compliance
- Liability portfolio

Instructor Notes

Activity **Activity #1: Liability Protection Portfolio**

Have instructor candidates begin developing their liability portfolio, which is a collection of documents that establishes practices and procedures and helps determine what documents should be developed.

Show **Slide 7-35**

Summarize The activity after completion.

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 2: Liability Protection

Activity

Activity #1: Liability Protection Portfolio

Your instructor will assist you in developing a liability portfolio, which is a collection of documents that establishes practices and procedures and helps determine what documents should be developed.

Section 2
Summary

Section 2 covered what liability protection a driver education instructor or provider should have and helped to develop a liability portfolio.

Instructor Notes

Module Summary Summarize the purpose of the module “Sexual Harassment and Liability Protection.”



Section Time

Summarize The module topics.

Summarize The information that was presented in the module.

Show **Slides 7-36 through 7-38**

Key Words The following “Key Words” were introduced in this module.

Note: Ensure that all “Key Words” were defined during the lesson.

Sexual harassment	Liability	Tort
Feasance	Malfeasance	Misfeasance
Non-feasance		

Activity Conduct Module Review Activity: Key Words Matchup

Questions and Answers Ask a few short questions and allow instructor candidates to ask questions for additional information or clarification.

1. How to determine if your behavior is appropriate?
2. Why is liability important to a driver education instructor?

Quiz Administer quiz on Module 7.

Review Score and review quiz with IC’s. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will cover the course wrap-up.

Note Take a short break.

Module Summary

Module Summary

“The purpose of the module is to provide information on instructor professionalism, including sexual harassment and liability.”

By the end of this module, you should be able to:

- Describe policies related to sexual harassment.
- Explain the liability protection a driver education instructor should have.
- Develop a liability portfolio.

The information presented in this module is important for preventing and dealing with issues such as sexual harassment and liability protection.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Sexual harassment	Liability	Tort
Feasance	Malfeasance	Misfeasance
Non-feasance		

Instructor Notes

Module Review Activity

Key Words Matchup

Have IC's write in the letter of the associated key word.

After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

1. B
2. D
3. E
4. A
5. C
6. F
7. G

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Sexual harassment	B. Liability	C. Tort
D. Feasance	E. Malfeasance	F. Misfeasance
G. Non-feasance		

1. _____ Legal responsibility for one's acts or omissions.
2. _____ Carrying out of lawful obligations.
3. _____ The performance of an illegal act as defined by law, regulation, standard, guideline, professional practice, or procedure.
4. _____ Any unwanted attention of a sexual nature that creates discomfort and/or interferes with the learning environment.
5. _____ A civil wrong or wrongful act, whether intentional or accidental, from which injury occurs to another,
6. _____ The improper or illegal performance of a legal act as defined by law, regulation, standard, guideline, professional practice, or procedure.
7. _____ Failure to perform a legal act that should be performed as defined by law, regulation, standard, guideline, professional practice, or procedure.

Instructor Notes

Summary Sheet Provide IC's with a summary sheet as a review of the module.

Review Module highlights with IC's.

Summary Sheet

Summary
Sheet

Sexual harassment

- Any unwanted attention of a sexual nature that creates discomfort and/or interferes with the learning environment.
 - Verbal abuse, insults, suggestive comments and demands
 - Leering, pressure for sexual activity
 - Touching, pinching and patting
 - Can end up as attempted rape or rape
- Examples include staring at a person, terms of address such as “honey,” “baby,” ...etc., sexual or intrusive questions about an individual’s personal life, explicit offers of sex for grades, money or other rewards, giving personal gifts to a student can be construed as sexual harassment
- Flags or warning signs – “No one will know.” “This will be our little secret.” “Let’s keep this between you and me.”
- If you are the victim of sexual harassment, be assertive, keep a diary of the time, place, date, any witnesses and a description of each incident, and tell someone.

Instructor Notes

Summary
Sheet

Summary sheet - continued



Elapsed Time

Summary Sheet

Summary
Sheet –
continued

Liability protection

Liability means legal responsibility for one's acts or omissions.

Tort is a civil wrong or wrongful act, whether intentional or accidental, from which injury occurs to another.

Issues of liability include did the instructor perform everything which could have been done to prevent a collision? Did the instructor perform everything which should have been known to avoid a collision?

- **Feasance** – carrying out of lawful obligations.
- **Misfeasance of duty** – the improper or illegal performance of a legal act as defined by law, regulation, standard, guideline, professional practice, or procedure.
- **Malfeasance of duty** – the performance of an illegal act as defined by law, regulation, standard, guideline, professional practice, or procedure.
- **Nonfeasance** – is failure to perform a legal act that should be performed as defined by law, regulation, standard, guideline, professional practice, or procedure.

When questions arise the court system relies on relevant laws, procedures and practices, including standards, codes, guidelines, approved curriculum, etc.


The liability portfolio should include certification records, approved curriculum guide, sample classroom lesson plan, sample in-vehicle lesson plan, exemptions to curriculum plan, local practices and list of resources used.

Protect yourself by preparing for the lesson, meeting standards, keeping records, assessing the student, and involving the parents.

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Module 7


Sexual Harassment and Liability Protection



Slide 7-2

Purpose of the Module


- ▶ The purpose of the Module is to provide information on instructor professionalism, including sexual harassment and liability.

Module 7 PW page 7-2 

Slide 7-3

Module Sections


- ▶ This module will cover two topics:
 - Sexual harassment.
 - Liability protection.

Module 7 PW page 7-2 

Slide 7-4

Module Objectives


- ▶ By the end of this Module, you should be able to:
 - Describe policies related to sexual harassment.
 - Explain the liability protection a driver education instructor should have.
 - Develop a liability portfolio.

Module 7 PW page 7-2 

Slide 7-5

A Safe Learning Environment


- ▶ The driver education environment needs to be a safe place for the student to learn and the instructor to teach.
- ▶ Complaints will be taken seriously and may result in an investigation.

Module 7 PW page 7-3 

Slide 7-6

Instructor's Position of Authority

- ▶ In a position of power over a minor student.
- ▶ Professional responsibility to maintain a safe and respectful learning environment.

Module 7 PW page 7-3 

Slide 7-7

What is Sexual Harassment?

- ▶ Any unwanted attention of a sexual nature that creates discomfort and/or interferes with the learning environment.
 - Verbal abuse, insults, suggestive comments and demands
 - Leering, pressure for sexual activity
 - Touching, pinching and patting
 - Can end up as attempted rape or rape

Module 7 PW page 7-3 ANSTSE

Slide 7-8

Examples of Sexual Harassment

- ▶ Staring at a person or focusing upon a particular area of the body
- ▶ Terms of address such as “honey,” “baby,” “chick,” “dear”...etc.
- ▶ Sexual or intrusive questions about an individual’s personal life
- ▶ Explicit offers of sex for grades, money or other rewards

Module 7 PW page 7-3 ANSTSE

Slide 7-9

What is Sexual Harassment?

- ▶ Be extremely cautious about giving any gifts to a student.
- ▶ Do not use lesson time to have students drive on personal errands as part of the lesson.

Module 7 PW page 7-4 ANSTSE

Slide 7-10

Determining Whether Behavior is Proper

- ▶ Ask yourself the following:
 - Would I want my behavior to be the subject of a newspaper article or to appear on the news?
 - Would I behave the same way if my wife, husband, or significant other were standing next to me?
 - Would I want someone else to act this way toward my daughter, son, wife, husband, or significant other?

Module 7 PW page 7-4 ANSTSE

Slide 7-11

Determining Whether Behavior is Proper

- ▶ Ask yourself the following:
 - Is there equal power between me and the person I am interacting with?
 - Is there equal initiation and participation between me and the person I am interacting with?
 - Will I worry about the student or employee telling anyone about my behavior?

Module 7 PW page 7-4 ANSTSE

Slide 7-12

Flags or Warning Signs of Sexual Harassment

- ▶ **“No one will know.”**
- ▶ **“This will be our little secret.”**
- ▶ **“Let’s keep this between you and me.”**

Module 7 PW page 7-4 ANSTSE

What to Do if You are the Victim of Sexual Harassment

Slide 7-13

- ▶ Be assertive. The harasser's behavior generally changes after being confronted.
- ▶ Keeping a diary of the incident will help if you decide to pursue a formal complaint.
- ▶ Tell someone.

Module 7

PW page 7-5



What is Liability and Tort?

Slide 7-14

- ▶ Liability means legal responsibility for one's acts or omissions.
- ▶ Tort is a civil wrong or wrongful act, whether intentional or accidental, from which injury occurs to another. Torts include all negligence cases as well as intentional wrongs which result in harm.

Module 7

PW page 7-6



Why Liability is Important to a Driver Education Instructor?

Slide 7-15

- ▶ Student behaviors can become liability issues in collisions.
- ▶ The instructor may be requested to justify teaching practices, procedures, and assessment of skills.
- ▶ Instructor liability may be an issue if records do not indicate performance and assessment of required skills.

Module 7

PW page 7-6



Issues of Liability for Traffic Safety Instructors

Slide 7-16

Two concerns are present:

- ▶ Testifying to instructor assessment of student behavior and collision avoidance techniques are often at issue.
- ▶ Safety education instructors in many ways assess driver performance and driver behavior in tasks that are required to be performed by the curriculum guide in the local school district.

Module 7

PW page 7-6



Issues of Liability for Traffic Safety Instructors

Slide 7-17

- ▶ Driver performance is defined as a measurement of what the driver is able to do.
- ▶ Driver behavior is more stringently defined as what the driver actually does in a situation.
- ▶ Often the assessment mechanisms are not designed to differentiate performance and behavior.

Module 7

PW page 7-6



Issues of Liability for Traffic Safety Instructors

Slide 7-18

- ▶ Did the instructor perform everything which could have been done to prevent a collision?
- ▶ Did the instructor perform everything which should have been known to avoid a collision?

Module 7

PW page 7-7



Slide 7-19

Feasance Issues

- ▶ **Feasance** – carrying out of lawful obligations.

Module 7 PW page 7-7 ANSTSE

Slide 7-20

Misfeasance of Duty

- ▶ The improper or illegal performance of a legal act as defined by law, regulation, standard, guideline, professional practice, or procedure.

Module 7 PW page 7-7 ANSTSE

Slide 7-21

Misfeasance of Duty

- ▶ For example, passing is a lawful and legal act.
- ▶ An instructor requests a student driver to simulate a pass over a broken yellow line without a vehicle in front of him.
- ▶ Passing is legal, but crossing center line is not when a pass or an emergency is not taking place.
- ▶ A resulting incident may become a misfeasance of duty issue.

Module 7 PW page 7-7 ANSTSE

Slide 7-22

Malfeasance of Duty

- ▶ The performance of an illegal act as defined by law, regulation, standard, guideline, professional practice, or procedure.

Module 7 PW page 7-7 ANSTSE

Slide 7-23

Malfeasance of Duty

- ▶ For example, the local curriculum guide calls for recognizing and operating a vehicle on one-way streets.
- ▶ A student driver is requested to turn onto a one-way designated street in the opposite direction to assess the student's ability to recognize the street signs.
- ▶ The instructor allows the student to turn onto the street and an incident occurs.
- ▶ The student is operating the vehicle in an illegal manner on a one-way street.
- ▶ Any resulting incident may become a malfeasance of duty issue.

Module 7 PW page 7-7 ANSTSE

Slide 7-24

Nonfeasance

- ▶ Failure to perform a legal act that should be performed as defined by law, regulation, standard, guideline, professional practice, or procedure.

Module 7 PW page 7-8 ANSTSE

Slide 7-25

Nonfeasance

Examples:

- You allow students to enter a store during a lesson. Students steal from store. They enter vehicle under your control and your vehicle is stopped by police officer.
- You disagree with the “no errand policy” and pull into bank or fast food drive thru. Student hits gas rather than brake resulting in bodily injury and/or property damage.

Module 7 PW page 7-8 ANSTSE

Slide 7-26

Statute Relevance

- ▶ When questions of duty arise and levels of performance are queried before the court system, the system relies on sequencing of relevant laws, procedures, and practices.

Module 7 PW page 7-8 ANSTSE

Slide 7-27

Statute Relevance

- ▶ National
 - Federal Uniform Vehicle Codes
 - Department Standards
 - National Curriculum Standards
 - Agency Regulations
 - Textbooks and Curriculum Materials
- ▶ State
 - Traffic and Civil Statutes
 - Administrative Rules and instructor Certification
 - Model curriculum guidelines
 - Approved local curriculum
 - State and Local practices

Module 7 PW page 7-8 ANSTSE

Slide 7-28

Novice Teen Driver Education and Training Administrative Standards

- ▶ A key highway safety countermeasure for states to use in improving teen driver safety.
- ▶ To provide quality, consistent driver education.
- ▶ A sections include:
 - Program Administration
 - Education and Training
 - Instructor Qualifications
 - Coordination with Driver Licensing
 - Parental Involvement

Module 7 PW page 7-8 ANSTSE

Slide 7-29

Liability Portfolio Contents

- ▶ Certification Records
- ▶ Approved Curriculum Guide
- ▶ Sample Classroom Lesson Plan
- ▶ Sample In-vehicle Lesson Plan
- ▶ Exemptions to Curriculum Plan
- ▶ Local Practices
- ▶ List of Resources Used

Module 7 PW page 7-8 ANSTSE

Slide 7-30

Considerations for the Instructor

- ▶ Parent meeting
- ▶ In-vehicle guide
- ▶ Provide copies of state driver manual
- ▶ Written communication to parents/ guardians
- ▶ Provide guide for safe in-vehicle practices
- ▶ Policy manual
- ▶ Evidence indicating a certified and organized pattern of practice
- ▶ Evidence of pre-assessment was given

Module 7 PW page 7-9 ANSTSE

Slide 7-31

Considerations for the Instructor

- ▶ Evidence indicating approved lesson plans and drive routes showing organized pattern of instruction
- ▶ Evidence of permit check
- ▶ Evidence indicating student progress and level of competence
- ▶ Establish an instructor liability portfolio
- ▶ Establish student files of instruction

Module 7 PW page 7-9 ANSTSE

Slide 7-32

Planning Behind-the-Wheel Lessons

- ▶ Pre-assessment
 - Preparation for lesson
 - Record keeping
- ▶ Lesson objectives
 - Meet National standards
 - Meet state standards
 - Meet local standards
- ▶ Learning activities
 - Demonstration
 - Practice
 - Evaluation
 - Level of task performance

Module 7 PW page 7-10 ANSTSE

Slide 7-33

Planning Behind-the-Wheel Lessons

- ▶ Assessments
- ▶ Record keeping
- ▶ Parent involvement

Module 7 PW page 7-10 ANSTSE

Slide 7-34

Protecting Yourself

- ▶ Novice progression evidence
- ▶ Novice capability or evidence of incapability
- ▶ Injury/crash records
- ▶ Written lesson plans and routes
- ▶ Evidence of care compliance
- ▶ Liability portfolio

Module 7 PW page 7-10 ANSTSE

Slide 7-35

Learning Activity

Activity #1: Liability Protection Portfolio

Begin developing a liability portfolio.

Module 7 PW page 7-11 ANSTSE

Slide 7-36

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe policies related to sexual harassment.
 - Explain the liability protection a driver education instructor should have.
 - Develop a liability portfolio.

Module 7 PW page 7-12 ANSTSE

Slide 7-37

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 7 PW page 7-13 ANSTSE

Slide 7-38

Questions and Answers

- ▶ How to determine if your behavior is appropriate?
- ▶ Why is liability important to a driver education instructor?

Module 7 ANSTSE

Slide 7-39

Questions?

?

Module 7 ANSTSE

Part I Module 7 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either fill in or select the best answer from the questions below.

1. Sexual harassment is:
 - a. Not verbal abuse or insults.
 - b. Touching someone in an uncomfortable way.
 - c. Wanted sexual attention.

2. What can be construed as sexual harassment?
 - a. Giving personal gifts to a student.
 - b. Talking to the student in a friendly manner.
 - c. Opening the door for a student.

3. A flag or warning sign of sexual harassment is saying:
 - a. We need to practice this skill more.
 - b. You drove really well today.
 - c. Let's keep this between you and me.

4. Liability means:
 - a. Legal responsibility for one's acts.
 - b. A wrongful act from which injury occurs to another.
 - c. Carrying out of lawful obligations.

5. What is misfeasance of duty?
 - a. The performance of an illegal act as defined by law.
 - b. The improper or illegal performance of a legal act as defined by law.
 - c. Allowing a student to turn onto a one-way street in the opposite direction.

6. What questions can you ask yourself to determine whether your behavior is proper?
 - a.
 - b.
 - c.

7. What should you do if you are the victim of sexual harassment?
 - a.
 - b.
 - c.

8. Why is liability important to a driver education instructor?

a.

b.

c.

9. List 4 things for the instructor to do when planning BTW lessons.

a.

b.

c.

d.

10. List 4 ways you can protect your liability.

a.

b.

c.

d.

Module 8

Fundamental Concepts of Teaching and Learning Course Wrap-Up

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Module Contents

Module Overview 8-2

Section 1: Summary of Fundamental Concepts of Teaching and Learning
Course..... 8-3

Module Summary 8-4

Summary Sheet 8-5

Instructor Notes

Discuss

Module Overview



Now that you have completed all of the content modules, it is time to provide a summary of the course, answer any of your questions and begin preparing for the fundamental concepts of teaching and learning knowledge test.

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Length of module
5. How the module will benefit the IC in the real world

Note:

Remind instructor candidates to stop you if they have any questions.

Module Overview

Module Overview

1. Prior to this module, we discussed Sexual Harassment and Liability Protection.
2. This module is titled “Fundamental Concepts of Teaching and Learning Course Wrap-Up.”
3. The purpose of this module is to provide a summary of the Fundamental Concepts of Teaching and Learning Course and answer any questions before you take the knowledge test.
4. This module will last approximately 30 minutes.
5. This module will provide a summary of the course and help you have additional questions answered.

Instructor Notes

Introduce **Section 1: Summary of Fundamental Concepts of Teaching and Learning Course**



Section Time

Summarize **The main topics in this course.**

Refer Instructor candidate's to the summary at the end of this module to review for the knowledge test and for future use.

Section 1: Summary of Fundamental Concepts of Teaching and Learning Course

Introduction Section 1 will provide a summary of the Fundamental Concepts of Teaching and Learning Course.

The main topics in this course

In this course, you learned:

- The definition of learning - acquiring new knowledge, behaviors, skills, values, preferences or understanding and may involve synthesizing different types of information.
- The four-step teaching and learning process:
 - Motivation (overview or introduction): Getting the learner in a state of readiness to learn.
 - Presentation: Showing the learner what it is that he or she will learn.
 - Application: The learner practices and applies the new learning.
 - Evaluation: Determining how well the student is learning or has learned.
- A quality instructor is someone who is knowledgeable, confident, poised, a good communicator and patient.
- Lesson plans are written outlines of the content with an identified method of instruction. They specify how the information will be taught and how the information will be learned.
- There are different types of questioning techniques, including: asking a question to the entire class, calling on a particular student before the question is asked, asking the entire class, but then calling on a particular student instead of waiting for a volunteer and asking several questions to lead students to the answer.
- It is important to have standards for appearance as an instructor and the instructor should maintain their professional abilities.

Instructor Notes

Module Summary Summarize the purpose of the module “Fundamental Concepts of Teaching and Learning Course Wrap-Up.”



Summarize The module topics.

Summarize The information presented in the module.

Give IC’s homework to study the unit they are going to teach.

Module Summary

Module Summary

“The purpose of this module was to provide a summary of the course and help you have additional questions answered.”

This module covered one topic:

- Summary of fundamental concepts of teaching and learning course.

The information that was presented in this module is essential for understanding the fundamental concepts of teaching and learning course and to prepare for the knowledge test.

Instructor Notes

Summary Sheet

Provide instructor candidates with a summary sheet as a review of the course.



Section Time

Summary Sheet

The definition of learning Learning is acquiring new knowledge, behaviors, skills, values, preferences or understanding and may involve synthesizing different types of information. Learning is also an activity involving the senses that affects behavior.

Types of learning styles There are 4 types of learning preferences:
1. Visual (seeing)
2. Auditory (hearing)
3. Reading/writing
4. Kinesthetic (doing)

The domains of learning 1. Cognitive Domain – Knowledge
2. Affective Domain – Attitudes
3. Psychomotor Domain – Skills

Instructors need to acquire knowledge, develop skills, and form positive attitudes about new drivers. The best way to meet the needs of 100% of the audience is to involve as many of the senses as possible.

The four-step teaching and learning process Teaching and learning can be approached very efficiently as a four-step process:
1. Motivation (overview or introduction): Getting the learner in a state of readiness to learn.
2. Presentation: Showing the learner what it is that he or she will learn.
3. Application: The learner practices and applies the new learning.
4. Evaluation: Determining how well the student is learning or has learned.

Instructor Notes

Summary Sheet – continued

Provide instructor candidates with a summary sheet as a review of the module.

Summary Sheet

The definition of teaching To prepare and coach for a specific behavior in a specialized content area.

Instructor performance requirements

- Firm grasp of essential facts, concepts and principles.
- Believe in the concepts they are presenting. Sincerely hold the opinion and values that any performer of the profession will teach with enthusiasm and believe their discipline has great value.
- Be capable of executing the skills and procedures to a minimum level of proficiency.

The fundamental skills and attitudes required for teaching

Fundamental Skills Required for Teaching

- Planning skills.
- Communication skills.
- Coaching skills.

Fundamental Attitudes Required For Teaching

- Teaching is a profession worth doing well.
 - The skill to be taught is a task worth doing well.
 - The instructor is there to help the students.
-

Characteristics of a quality instructor

A good instructor should:

- Be knowledgeable, confident and poised.
 - Be a good communicator and be patient and understanding.
 - Build healthy relationships with their students.
 - Have a positive attitude towards learning and make learning enjoyable.
 - Maintain eye contact with the class and should not show any distracting mannerisms that may distract the students.
 - Use different methods to reach their students.
-

Positioning yourself and teaching in the classroom

When utilizing visuals such as slides, avoid standing in front of the screen. Do not read from the slides and always maintain eye contact with the class. Do not stand in one spot. Take a few steps to keep the focus on you. Use body language, but avoid repetitive (distracting) mannerisms. Change your pitch, speed and tone to emphasize points and build to a conclusion.

Instructor Notes

Summary Sheet – continued

Provide instructor candidates with a summary sheet as a review of the module.

Summary Sheet

What are lesson plans?

Lesson plans are written outlines of the content with an identified method of instruction. They specify how the information will be taught and how the information will be learned.

Lesson plans help the instructor to prepare and help the instructor to stay on track during the presentation. They are designed to progress from the more simple tasks or components to the more complex tasks. They should be followed as they are designed.

Content of lesson plans

The content of a lesson plans consists of objectives, time estimate for lesson, information to be presented, audio-video aid, questions to be asked, exercises, procedures/skills to be demonstrated, points to be emphasized, tests to be given, materials, equipment and resources needed.

Lesson plan organization

The lesson plan should be built around the four-step process of teaching and learning: motivation, presentation, application and evaluation.

- 1. Motivation** relates to prior learning, states the main topics of the unit, states the purpose of the learning and the objectives of the lesson. The purpose of motivation is to get the students ready to learn. The student's perspective during the phase is, "Why should I learn?"
- 2. Presentation** provides the content to be taught, identifies visuals to be shown, provides instructor notes/prompts, provides points of emphasis, provides sample questions to be asked. The purpose of a presentation is to present the lesson's content through discussion or lecture. The student's perspective during this phase is, "What should I learn?"
- 3. Application** provides questions to be asked, learning activities and skill activities. It provides the student the opportunity to apply what they have learned. The student's perspective is, "Let me try it!" Application requires the highest level of learning on the part of the student.
- 4. Evaluation** describes the method of evaluating the student's comprehension and understanding of the content taught, provides questions to be asked, learning activities, worksheets and assignments and quizzes and exams.

Instructor Notes

Summary Sheet – continued

Provide instructor candidates with a summary sheet as a review of the module.

Summary Sheet

The value of questions Questions are an essential element of every presentation. They heighten student's involvement, give the students an opportunity to quickly apply knowledge, help in the retention of information being learned and help to create discussion among the class.

Different types of questioning techniques There are different types of questioning techniques.

- Overhead/undirected questions – a question thrown out to the entire class, anyone can answer it.
- Pre-directed questions – a particular student is selected before the question is asked.
- Overhead/directed questions – a question is thrown out to the entire class, however, instructor picks out a particular student to answer, rather than waiting for a volunteer.
- Inquiry questions – used to lead the students to the answer, may result in several questions being asked before coming to the correct conclusion to the initial question.
- Deflecting questions – If a student does not know the answer to a question and the instructor asks if anyone can help them.
- Deferring questions – if a student asks a question about content that will be covered later in the course, you may need to move on with the content being discussed now.

Handling student responses When a student provides a correct answer to a question, the instructor should always commend the student.

When a student provides an incorrect answer, the instructor should never convey disappointment, dissatisfaction, or frustration with the response. The instructor should provide constructive criticism.

If an incorrect response is at least partly correct, the instructor should point out the partial validity of the response, then continue to seek the correct answer.

Answering student's questions When answering a student's question always listen to the entire question being asked and wait for the student to finish before you begin answering. Be complete and clear when answering and check with the student to be certain you understood their question and answered it to their satisfaction.

Instructor Notes

Summary Sheet – continued

Provide instructor candidates with a summary sheet as a review of the module.

Summary Sheet

Professional dress and demeanor of the instructor

It is important to have standards for appearance as an instructor. Your personal hygiene impacts the way the public perceives you and can lead to uncomfortable situations if not complied with. Poor hygiene can be offensive and lead to bad impressions.

Human and community relations

- The instructor should review their attitude as an instructor, evaluate their actions and manners to ensure they are conducting themselves in a professional manner, and stay knowledgeable and informed on current conditions in the field of driver education, as it is their professional duty.
 - The instructor should establish and maintain a plan to present a positive image for the driver education program, provide the community information and education regarding traffic safety, and perform service activities in the community.
-

Maintaining and improving professional abilities

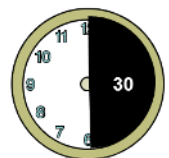
The instructor should maintain their professional abilities by:

- Investigating new developments in the field of driver education,
- Participating in appropriate professional organizations and meetings, in-service training and reading professional and related literature.
- Engaging in a personal professional improvement program, participate in and support appropriate professional organizations, such as the American Driver and Traffic Safety Education Association (ADTSEA), the Driving School Association of the Americas (DSAA), other national, state and local associations, and
- Demonstrating behavior which is professionally ethical.

Instructor Notes

Summary Sheet – continued

Provide instructor candidates with a summary sheet as a review of the module.



Summary Sheet

Driver education instructor code of ethics

A code of ethics is a system of principles, rules, values and commitments, including a moral philosophy governing an individual or group. A professional code identifies duties, appropriate conduct and performance standards, establishes values and identifies essential qualities, provides guidance and direction, prescribes a code of honor, pledge of commitment or agreement of performance and advances professionalism.

Sexual harassment

Any unwanted attention of a sexual nature that creates discomfort and/or interferes with the learning environment.

- Verbal abuse, insults, suggestive comments and demands
 - Leering, pressure for sexual activity
 - Touching, pinching and patting
 - Can end up as attempted rape or rape
-

Liability protection

Liability means legal responsibility for one's acts or omissions.

Tort is a civil wrong or wrongful act, whether intentional or accidental, from which injury occurs to another.

Issues of liability include did the instructor perform everything which could have been done to prevent a collision? Did the instructor perform everything which should have been known to avoid a collision?

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Module 9

Fundamental Concepts of Teaching and Learning Knowledge Test

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Module Contents

Module Overview	9-2
Section 1: The Fundamental Concepts of Teaching and Learning Knowledge Test	9-3
Module Summary	9-5

Instructor Notes

Discuss

Module Overview

Now that we have covered the Fundamental Concepts of Teaching and Learning in detail, it's time to administer the Fundamental Concepts of Teaching and Learning Knowledge Test.



Section Time

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Length of module
7. How the module will benefit the IC in the real world

Note:

Remind IC's to stop you if they have any questions.

Module Overview

Module Overview

1. Prior to this module, you were provided with a course wrap-up.
2. This module is titled “Fundamental Concepts of Teaching and Learning Knowledge Test.”
3. The purpose of the module is to provide you with a clear understanding of the examination requirements; and to demonstrate that you have a firm understanding of the knowledge, and attitude necessary for becoming a driver education instructor.

Note: After completion of Part I you will continue onto the Teaching and Learning Theories for Classroom Course and/or the Teaching and Learning Theories for Behind-the-Wheel Course.

4. This module covers one topic:
 - The Fundamental Concepts of Teaching and Learning knowledge test.
5. By the end of this module, you will be able to:
 - Demonstrate an understanding of the knowledge necessary for being a driver education instructor.
 - Demonstrate an understanding of the attitudes and responsibilities necessary for being a driver education instructor.
 - Successfully pass the Fundamental Concepts of Teaching and Learning Knowledge Test with an 80% accuracy.
6. This module will last approximately 1 hour.
7. This module will help you understand the Fundamental Concepts of Teaching and Learning Knowledge Test for completion of the Fundamental Concepts of Teaching and Learning course.

Instructor Notes

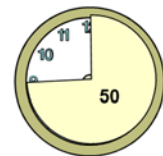
Introduce **Section 1: The Fundamental Concepts of Teaching and Learning Knowledge Test**



Section Time

Discuss **The Fundamental Concepts of Teaching and Learning Knowledge Test.**

Administer The Fundamental Concepts of Teaching and Learning Knowledge Test.



Section Time

1. Have instructor candidates spread out.
 2. Have instructor candidates put all books and materials away.
 3. Distribute answer sheets.
 4. Distribute tests.
-

Score The Fundamental Concepts of Teaching and Learning Knowledge Test.

1. Use the scoring template to score the test.
 2. Recheck any scores that are close to the cut-off point.
-

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.

Section 1: The Fundamental Concepts of Teaching and Learning Knowledge Test

Introduction Section 1 will cover what to expect from the Fundamental Concepts of Teaching and Learning Knowledge Test.

The Fundamental Concepts of Teaching and Learning knowledge test

1. Consists of 30 multiple choice questions.
2. There are three alternatives for each question (a, b and c).
3. Pick the response that best answers the question.
4. You must pass with a score of 80% or higher to complete the Fundamental Concepts of Teaching and Learning Course.
5. You have one hour to complete the test.
6. When finished remain in the room, your instructor will collect the test and answer sheet.

Section 1 Summary This section covered what to expect from the Fundamental Concepts of Teaching and Learning Knowledge Test.

Instructor Notes

Cover The results of the Fundamental Concepts of Teaching and Learning Knowledge Test.

1. Option #1: call instructor candidates into a separate room one at a time to discuss the results.
 - a. Allows for individual counseling.
 - b. Can be very effective for handling instructor candidates who did not meet the scoring cut-off.
 2. Option #2: distribute the answer sheets back to the instructor candidates as a group.
 - a. Works best only when all instructor candidates have successfully passed the knowledge test.
 - b. Can be very embarrassing for those who did not meet the scoring cut-off.
-

Review The Fundamental Concepts of Teaching and Learning Knowledge Test.

1. Allow instructor candidates to ask question concerning the items missed.
 2. Cover the test five questions at a time, i.e., 1-5, 6-10, etc.
 3. Do not allow instructor candidates who did not meet the scoring cut-off to participate in the review of the Fundamental Concepts of Teaching and Learning Knowledge Test.
 4. Collect the answer sheets.
-

Congratulate The instructor candidates for passing the knowledge test.

Congratulate The instructor candidates for successfully completing the course.

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Instructor Notes

Congratulate The instructors on completing the Fundamental Concepts of Teaching and Learning Course.

1. Hand out certificate of completion. (If applicable)
2. Hand out any other awards. (If applicable)
3. Give recognition to organization or facility hosting the program.

Allow Instructors to ask questions and provide feedback and discuss course expectations.

Explain The next course(s) they will be required to complete to become a driver education instructor.

Give Instructor candidates homework to study the unit they will be teaching in Part II.

Have Instructors complete end of course evaluation and if the course met their expectations.

Dismiss The instructor candidates.

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Instructor Notes

Module Summary Summarize the purpose of the module
“Fundamental Concepts of Teaching and Learning Knowledge Test.”

Summarize The module topics.

Summarize The information presented in the module.



Section Time



Elapsed Time

Module Summary

Module Summary

The purpose of this module was to provide you with a clear understanding of the requirement that driver education instructors successfully complete the required examination upon completion of the Fundamental Concepts of Teaching and Learning Course to demonstrate that you have a firm understanding of the knowledge, and attitude necessary for becoming a driver education instructor.

Note: After completion of Part I you will continue onto the Teaching and Learning Theories for Classroom Course and/or the Teaching and Learning Theories for Behind-the-Wheel Course.

This module covered one topic:

- The Fundamental Concepts of Teaching and Learning Knowledge Test.

The information that was presented in this module is essential for understanding the Fundamental Concepts of Teaching and Learning Knowledge Test for completion of the Fundamental Concepts of Teaching and Learning course.

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Part I: Fundamental Concepts of Teaching and Learning Knowledge Test

Full Name

Date of Exam

Select the **best** answer for each question.

1. Learning is:
 - a. Memorizing facts to pass an exam
 - b. Acquiring new knowledge, skills, values that affects behavior
 - c. Measured solely by course completion rates

2. Learning occurs when:
 - a. An individual can do something new or performance improves
 - b. Individuals pass all the course tests
 - c. An instructor gives volumes of information in a classroom setting

3. A good instructor:
 - a. Has years of experience and may not need to use formal lesson plans
 - b. Manages, coordinates and guides the participants' learning
 - c. Can lecture on any part of the curriculum

4. Some characteristics of a good instructor are:
 - a. Knowledgeable, confident, patient and a good communicator
 - b. Confident, poised and a strong authority figure
 - c. Keeps the class moving, finishes on time and teaches based on his/her personal experiences.

5. When preparing for a course session, you should?
 - a. Plan activities to involve as many senses as possible
 - b. Determine if the learners are visually or verbally stimulated and focus on one of those senses
 - c. Constantly ask the same participants if they understand the materials being covered.

6. The four steps of the teaching and learning model are:
 - a. Preparation, Motivation, Presentation and Application.
 - b. Overview, Presentation, Evaluation and Summary.
 - c. Motivation, Presentation, Application and Evaluation.

7. Instructors should plan to ask learners questions:
 - a. Only at the end of a lesson.
 - b. Throughout the lesson.
 - c. At the beginning and at the end of a lesson.

8. An Overhead/Undirected question is a question:
 - a. Thrown out for the entire class.
 - b. Posed to a specific individual.
 - c. First thrown out to the entire class and then posed to a specific individual.

9. An advantage for using a Pre-directed questions is it allows:
 - a. All the course participants a chance to answer questions
 - b. The assertive, eager learner to answer most of the questions
 - c. The shy, quiet learners to speak up and answer questions

10. Which of the following best describes an Overhead/Directed question?
 - a. The question is thrown out for the entire class.
 - b. The question is posed to a specific individual.
 - c. The question is first thrown out to the entire class and then posed to a specific individual.

11. The step in the teaching learning model that helps the learn get into a state of readiness is:
 - a. Motivation.
 - b. Overview.
 - c. Application.

12. The learning domain associated with skill development is:
 - a. Cognitive domain
 - b. Affective Domain
 - c. Psychomotor Domain.

13. Teens learn best when the instructor:
 - a. Uses lecture
 - b. Gets them engaged in the information
 - c. Permits their peers to critique them

14. The more senses involved in learning:
 - a. The more time it takes to teach the learning objectives
 - b. The less complete and efficient the learning experience
 - c. The more complete and efficient the learning experience

15. The role of the instructor during the application step of the teaching learning model is:
 - a. To do a step by step demonstration of the activity to be learned
 - b. Explain the facts and concepts that must be learned
 - c. Get the learners involved, practicing and doing what they need to learn

16. The evaluation step of the teaching and learning model should:
 - a. Be conducted at end of each unit through a written test
 - b. Be included throughout each session
 - c. Measure the participants' interest in a session

17. When using slides that are projected onto a screen in front of the room:
- a. The slide becomes your lesson plan and you should read the slide to the participants
 - b. Have the learners read the slide on their own and ask when they are finished
 - c. Be sure to review the slides so you are familiar with the content and ready to facilitate the learning

18. Lesson plans:

- a. Are written outlines of the instructional content designed to assist instructors guide participant learning
- b. Must be followed exactly and read verbatim
- c. Are used primarily by the instructor's supervisor to evaluate instructor performance

19. Lesson plans should:

- a. Follow the four step teaching and learning model
- b. Be designed to progress from the complex to the simple tasks
- c. Should be flexible so the order of the content can be changed quickly by each instructor

20. The learner's perspective during the application phase is:

- a. Why do I need to do it?
- b. How am I doing?
- c. Let me try it.

21. Good questions should:

- a. Be directed toward learning and evaluating thinking
- b. Be concise so learners give brief responses
- c. Vague and abstract so learners need to think before responding

22. Inquiry questions:

- a. Can create participant discussion
- b. Are generally Yes or No questions
- c. Are designed to lead the learners away from the planned lesson

23. If a learner does not know the answer to a question:

- a. Ask them why they don't know.
- b. Ask another learner.
- c. Have them find the answer.

24. Which of the following best describes "positive reinforcement"?

- a. Telling the learner they have done well.
- b. Correcting the learner's mistakes with constructive criticism.
- c. Conveying disappointment with the response.

25. If you do not know the answer to a learner question, you should:

- a. Say the answer should be covered in a future session
- b. Admit you do not know the answer, but you will look it up and get back to them
- c. Tell all the learners to look it up and wait until it is answered

26. An effective instructor:

- a. Sets up the classroom, knows how to use visual aids, always stays on schedule and completes all the required paperwork
- b. Takes control of the class, uses lectures to cover all the material, corrects the tests immediately and stays on schedule
- c. Is knowledgeable, prepared, an enthusiastic presenter and exhibits respect for the learners

27. When introducing a new lesson, you should:

- a. Emphasize the content areas that will be on the end of lesson test
- b. State the purpose of the lesson and benefits to the real world
- c. List all the audio visual materials that will be used.

28. During the presentation step of a lesson, you should:

- a. Use a lot of jokes because humor increases learning
- b. Plan to use realistic learning activities and hands on practice
- c. Constantly move around the classroom so learners will not get bored

29. During the evaluation step of a lesson, you should:

- a. Always administer a multiple choice written test
- b. Ensure the evaluation is related to the stated lesson objectives
- c. Rush through this step to stay on time

30. Your role as an instructor is to:

- a. Schedule outside subject matter experts to present at every course session
- b. Complete the curriculum on time
- c. Help the learners by facilitating the learning process and providing an efficient learning environment

**Part I: Fundamental Concepts of Teaching and Learning
Knowledge Test
Answer Sheet**

Name: _____ **Date:** _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
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16. _____
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30. _____

Part II: Teaching and Learning Theories for Classroom Course

Instructor's Guide

Developed By:

The Association of National Stakeholders in Traffic Safety
Education

ANSTSE

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Supplementary Information

- Lesson Plan Setup
- Lesson Plan Samples
- 5-10 Minute Introduction/Summary Presentation Form
- Classroom Evaluation Forms



2017 Driver Education Instructor Training

Part II: Teaching and Learning Theories for Classroom Course

Course Syllabus

Developed By:

The Association of National Stakeholders in Traffic Safety
Education

ANSTSE

Part II: Teaching and Learning Theories for Classroom Course

Course Description:

This course will help prepare you to become a classroom teacher and to present content from an approved driver education curriculum. The purpose of the Classroom Teaching and Learning Theory Course is to train individuals to become professional teachers in driver education. The course is designed to provide instructor candidates with a fundamental understanding of classroom learning theories and management, and the knowledge, skills and attitudes necessary to teach driver education. This course will focus on classroom teaching techniques.

Course Objectives:

- Demonstrate your ability to prepare for the training task.
- Teach a lesson(s) in driver education.
- Explain how organization, behavior control, and communication can ensure effective classroom management.
- Identify appropriate strategies for challenges in classroom management.
- Demonstrate appropriate strategies to keeping students on task and how to manage time in the classroom.
- Identify and utilize the necessary resources that support approved Driver Education Curricula.
- Explain how to assess and evaluate the student's in the classroom to determine comprehension.
- Describe how to communicate with the behind-the-wheel instructor and coordinate the behind-the-wheel lesson with the classroom instruction.

Course Topics:

- **Preparing to teach and overview of teaching assignments**
 - The process for preparing to teach
 - The peer teaching process and presentation
 - Evaluation of the presentation
- **Classroom management**
 - Classroom setup
 - Maintaining leadership in the classroom
 - Observing and listening to students
 - Time management and time constraints
 - Class disrupters and managing student behavior
- **Student assessment and evaluation**
 - Preparing for student assessment and evaluation
 - How to assess the student in the classroom

- **Coordination between classroom and behind-the-wheel instruction**
 - Coordinating and communicating with the BTW instructor
 - Transitioning and relating behind-the-wheel instruction to class room content
- **Peer teaching presentation**
 - Conducting an introduction/summary
 - Conducting a lesson
- **Optional – Online driver education and virtual classroom**
 - Online driver education
 - Virtual classroom
- **Optional – Addressing special needs**
 - Addressing special learning needs
 - Addressing special physical needs

Required Resources:

- ANSTSE Driver Education Instructor Training Curriculum Participant Workbook
- Approved driver education curricula
- Approved driver education textbook(s)
- State driver manual
- State traffic code
- State parent guide

Instructor Candidate/Participant Assignments and Grading:

- Full attendance of the course is mandatory for successful completion.
- During this course you will be required to participate in:
 - Planned activities
 - Group discussions
 - Questions and answers
- There will be a quiz at the end of every module, which you must complete with at least 80% accuracy. One retake is permissible.
- You must successfully deliver two teaching sessions:
 - Each instructor candidate will present at least twice. The duration of the first presentation will be approximately five to ten minutes in length. The second and third presentation will be twenty to thirty minutes in length. Each presentation will be graded and a final grade will be based on the presentations.
 - Lesson plans will be turned in the day the lesson is being taught. Each lesson plan assignment will be assigned points. Number of lesson plan assignments will be left at the instructor's discrepancy and are subject to change.
- You must pass the end of course knowledge test with at least 80% accuracy.

Duration of Course: 21 hours (3 days in length)

Orientation

Classroom Teaching and Learning Theory Course Introduction and Overview

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Module Contents

Welcome and Purpose of the Classroom Teaching and Learning Theory Course 0-2

Objectives of the Classroom Teaching and Learning Theory Course 0-3

Course Completion Requirements 0-4

Course Agenda 0-5

Module Summary 0-6

Instructor Notes

Welcome Welcome the instructor candidates to the Classroom Teaching and Learning Theory Course.



Section Time

Show Slides 0-1 through 0-2

Note This course can be used to train instructors for the management of a driver education classroom.

Activity Provide the instructor candidates with a course syllabus and focus upon the classroom program of driver education. Indicate what is expected of each instructor candidate.

State The purpose and importance of the Classroom Teaching and Learning Theory Course.



Section Time

Show Slide 0-3

Handout Course syllabus

Activity Provide the instructor candidate with a state approved driver education course syllabus that focuses upon the classroom and BTW portions of the driver education course. Highlight why it is important that the classroom introduces driving task concepts which will be built upon during the BTW portion.

Welcome and Purpose of the Classroom Teaching and Learning Theory Course

Welcome

Welcome to the Classroom Teaching and Learning Theory course. We are pleased to be a part of this important course and look forward to working with all of you.

This course will help prepare you to become a classroom instructor and to present content from approved driver education curricula.

The purpose and importance of the Classroom Teaching and Learning Theory course

The purpose of the Classroom Teaching and Learning Theory Course is to train individuals to become professional instructors in driver education. The course is designed to provide instructor candidates with a fundamental understanding of classroom learning theories and management, and the knowledge, skills and attitudes necessary to teach driver education. This course will focus on classroom teaching techniques.

Instructor Notes

Cover **The objectives of the Classroom Teaching and Learning Theory Course.**



Section Time

Show **Slide 0-4 through 0-5**

Emphasize These are the objectives of the course.

Activity Use the whiteboard or PowerPoint slide to highlight and discuss the purposes of this course.

Objectives of the Classroom Teaching and Learning Theory Course

Objectives of the Classroom Teaching and Learning Theory Course

Upon successful completion of this **course**, the IC will be able to:

- Demonstrate your ability to prepare for the training task.
- Teach a lesson(s) in driver education.
- Explain how organization, behavior control, and communication can ensure effective classroom management.
- Identify appropriate strategies for challenges in classroom management.
- Demonstrate appropriate strategies to keeping students on task and how to manage time in the classroom.
- Identify and utilize the necessary resources that support approved Driver Education Curricula.
- Explain how to assess and evaluate the student's in the classroom to determine comprehension.
- Describe how to communicate with the behind-the-wheel instructor and coordinate the behind-the-wheel lesson with the classroom instruction.

Instructor Notes

Cover **The course completion requirements.**

Show **Slides 0-6 through 0-7**

Note **[Cover any additional State course completion requirements, if applicable.]**

Explain That more details on the presentations and grading will be discussed later in the course.

Note The attendance policy must be clearly stated to the instructor candidates.

Emphasize Attendance in this training program is essential to become a professional driver education instructor.

Activity Before discussing the course requirements, ask the instructor candidates what they would expect to learn in a course titled “classroom teaching and learning theory.”



Section Time

Course Completion Requirements

Course completion requirements

1. Full attendance of the course is mandatory for successful completion of the course.
2. Indicate how to make up missed time/work, if applicable.
3. During this course you will be required to participate in:
 - Planned activities
 - Group discussions
 - Questions and answers
4. There will be a quiz at the end of every module, which you must complete with at least 80% accuracy. One retake is permissible.
5. You must successfully deliver two teaching sessions:
 - Each instructor candidate will present twice. The duration of the first presentation will be approximately five to ten minutes in length. The second presentation will be twenty to thirty minutes in length. Each presentation will be graded and a final grade will be based on the presentations. Details on presentation grading will be discussed in Module 1.
 - Lesson plans will be turned in the day the lesson is being taught. Each lesson plan assignment will be assigned points. Number of lesson plan assignments will be left at the instructor's discrepancy and are subject to change.
6. You must pass the end of course (multiple choice) knowledge test with at least 80% accuracy.

Instructor Notes

- Handout** **The course agenda.**
- Review** The course agenda with the instructor candidates.
- Show** **Slides 0-8 through 0-9**



Section Time

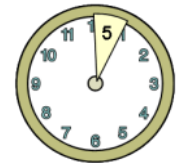
Course Agenda

Course agenda Your master instructor will handout a course agenda.

- **Module 1**- Preparing to Teach and Overview of Teaching Assignments
- **Module 2** - Techniques and Challenges in Classroom Management
- **Module 3** - Student Assessment and Evaluation
- **Module 4** -Coordination Between Classroom and Behind-the-Wheel Instruction
- **Module 5** – Peer Teaching Presentations
- **Module 6** – Classroom Teaching and Learning Theories Course Wrap-Up
- **Module 7** – Classroom Teaching and Learning Theory Knowledge Test
- **Addendum Module A** – Online Driver Education and Virtual Classroom
- **Addendum Module B** – Addressing Special Needs

Instructor Notes

Module Summary Summarize the purpose of this module “Classroom Teaching and Learning Theory Course Introduction.”



Section Time

Summarize The module topics.

Summarize The information that was presented in the module.

Show **Slides 0-10 through 0-11**

Evaluate The instructor candidates understanding of the lesson by asking questions and assessing answers.

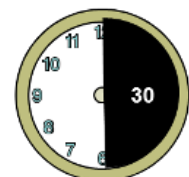
Ask A few short questions at the end of the lesson to evaluate the instructor candidates’ understanding.

1. What is the purpose of the Classroom Teaching and Learning Theory Course?
2. What are the objectives of the Classroom Teaching and Learning Theory Course?

Questions and Answers Allow instructor candidates to ask questions for additional information or clarification if needed. Do not answer questions that will be covered later in the course.

Transition The next module will cover preparing to teach and overview of teaching assignments.

Note Take a short break.



Elapsed Time

Module Summary

Module Summary

The purpose of the Classroom Teaching and Learning Theory Course is to train individuals to become professional instructors in driver education. The course is designed to provide instructor candidates with a fundamental understanding of classroom learning theories and management, and the knowledge, skills and attitudes necessary to teach driver education.

This module covered four topics:

- Purpose and objectives of the course.
- Course completion requirements.
- Course agenda.
- Ground rules.

The information that was presented in this module is essential for understanding the purpose and objectives of the classroom teaching and learning theory course and the course requirements.

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Instructor Training Agenda Sample

Part II Classroom Teaching and Learning Theories Course

Day 1

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:30 am	Orientation – Course Introduction and Overview (30 minutes)
8:30 - 10:00 am	Module 1 – Preparing to Teach and Overview of Teaching Assignments (1.5 hours)
10:15 - Noon	Module 2 – Classroom Management (2 hours)
Noon - 1:00 pm	Lunch
1:00 - 1:15pm	Module 2 – Classroom Management (Continued)
1:15 - 2:30 pm	Module 3 – Student Assessment and Evaluation (1 hour 20 minutes)
2:45 - 4:15 pm	Module 4 – Coordination Between Classroom and Behind-the-Wheel Instruction (1 hour 30 minutes)
4:15 - 5:00	Prepare for Teaching Presentations

Note: Includes Breaks

Day 2

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 10:00 am	Module 5 – Peer Teaching Presentation (5-10 minute introduction /summary presentation) (2 hours)
10:15 - Noon	Module 5 – Peer Teaching Presentations (two 20-30 minute presentations) (10 hours)
Noon - 1:00 pm	Lunch
1:00 - 3:30 pm	Module 5 – Peer Teaching Presentations – Continued
3:45 - 5:00 pm	Module 5 – Peer Teaching Presentations – Continued

Note: Includes Breaks


Day 3

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 10:00 am	Module 5 – Peer Teaching Presentations – Continued
10:15 - Noon	Module 5 – Peer Teaching Presentations – Continued
Noon - 1:00 pm	Lunch
1:00 - 1:45 pm	Module 5 – Peer Teaching Presentations – Continued
2:00 - 2:30 pm	Module 6 – Classroom Course Wrap-Up (30 minutes)
2:30 - 3:30 pm	Module 7 – Classroom Teaching and Learning Theory Knowledge Test 2 (1 hour)
3:45 - 4:30 pm	Part II Addendum Module A – Online Driver Education and Virtual Classroom – (45 minutes) – optional
4:30 - 5:00 pm	Part III Addendum Module B – Addressing Special Needs (30 minutes) - optional

Note: Includes Breaks

Orientation

Classroom Teaching and Learning Theory
Course Introduction and Overview



Slide 0-2

Welcome!

This course will:

- ▶ Help prepare you to become a classroom instructor.
- ▶ To present content from approved driver education curricula.

Orientation

PW page 0-2




Slide 0-3

Purpose of Course

- ▶ To train individuals to become professional instructors in driver education.
- ▶ To gain a fundamental understanding of classroom learning theories and management
- ▶ To gain the knowledge, skills and attitudes necessary to teach driver education.

Orientation

PW page 0-2




Slide 0-4

Objectives of the Course

- ▶ Upon successful completion of this **course**, the IC will be able to:
 - Demonstrate your ability to prepare for the training task.
 - Teach a lesson(s) in driver education.
 - Explain how organization, behavior control, and communication can ensure effective classroom management.
 - Identify appropriate strategies for challenges in classroom management.
 - Demonstrate appropriate strategies to keeping students on task and how to manage time in the classroom.

Orientation

PW page 0-3




Slide 0-5

Objectives of the Course cont.

- Identify and utilize the necessary resources that support approved Driver Education Curricula.
- Explain how to assess and evaluate the student's in the classroom to determine comprehension.
- Describe how to communicate with the behind-the-wheel instructor and coordinate the behind-the-wheel lesson with the classroom instruction.

Orientation


PW page 0-3



Slide 0-6


Course Completion Requirements

- ▶ Full attendance of the course is mandatory.
- ▶ Planned activities
- ▶ Group discussions
- ▶ Questions and answers
- ▶ Module quizzes and pass with 80%.



Orientation

PW page 0-4




Slide 0-7

Course Completion Requirements

- ▶ Successfully deliver two teaching sessions:
 - First presentation – 5– 10 minutes in length.
 - Second presentation – 20–30 minutes in length.
 - Lesson plans will be turned in the day the lesson is being taught.
- ▶ Pass the end of course knowledge test with 80%.

PW page 0-4


Orientation 

Slide 0-8

Agenda

- ▶ **Module 1** – Preparing to Teach and Overview of Teaching Assignments
- ▶ **Module 2** – Techniques and Challenges in Classroom Management
- ▶ **Module 3** – Student Assessment and Evaluation
- ▶ **Module 4** –Coordination Between Classroom and Behind-the-Wheel Instruction

PW page 0-5


Orientation 

Slide 0-9

Agenda

- ▶ **Module 5** – Peer Teaching Presentations
- ▶ **Module 6** – Classroom Teaching and Learning Theories Course Wrap-Up
- ▶ **Module 7** – Classroom Teaching and Learning Theory Knowledge Test
- ▶ **Addendum Module A** – Online Driver Education and Virtual Classroom
- ▶ **Addendum Module B** – Addressing Special Needs

PW page 0-5


Orientation 

Slide 0-10

Module Summary

- ▶ The information that was presented in this module is essential for understanding the purpose and objectives of the classroom teaching and learning theory course and the course requirements.


PW page 0-6

Orientation 

Slide 0-11

Questions?

?

Orientation 

Module 1

Preparing to Teach and Overview of Teaching Assignments

Instructor Notes

Activities

Activity #1: Preparing to Teach

Have IC's respond to short answer questions about preparing to teach and applying the four steps of teaching and learning.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

- Module Overview..... 1-2**
- Section 1: The Process for Preparing to Teach..... 1-3**
 - Activity #1: Preparing to Teach 1-6
- Section 2: The Peer Teaching Process and Presentation 1-7**
- Section 3: Evaluation of the Presentation..... 1-11**
- Module Summary 1-13**
 - Module Review Activity: Key Word Matchup..... 1-14
- Summary Sheet 1-15**

Instructor Notes

Discuss

Module Overview



Section Time

During the fundamental concepts of teaching and learning course you learned the basic concepts of teaching and learning. Now you will be given one of the units from a driver education curriculum to present to your peers to demonstrate the skills you have learned in this course.

Show

Slides 1-1 through 1-4

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC's will be evaluated
8. Length of module
9. How the module will benefit the IC in the real world

Note:

Remind IC's to stop you if they have any questions.

Key Words: Write the following key words on the board. Explain that they will be defined as you proceed through the module.

Motivation	Presentation	Application
Evaluation	Lead instructor	Peer teacher
Class participant		

Note:

Remind IC's to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module, we discussed Classroom Teaching and Learning Theories Course Introduction and Overview.
2. This module is titled “Preparing to Teach and Overview of Teaching Assignments.”
3. The purpose of this module is to discuss the process for preparing to teach and to discuss the peer teaching assignments.
4. This module will cover three topics:
 - The process for preparing to teach.
 - The peer teaching process and presentation.
 - Evaluation of the presentation.
5. By the end of this module, you will be able to:
 - Explain the purpose of the peer teaching presentation.
 - Demonstrate the instructor preparation tasks.
 - Demonstrate your ability to prepare for the training task.
6. During the module, you will be required to participate in group discussion and activities. You will be assigned peer teaching presentations.
7. During the lesson, you will be evaluated through questions and answers. There will be a 10 question quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 1 hour 30 minutes.
9. This module will help you understand the process for preparing to teach.

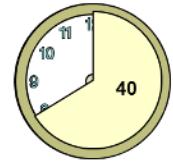
Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Motivation	Presentation	Application
Evaluation	Lead instructor	Peer teacher
Class participant		

Instructor Notes

Introduce **Section 1: The Process for Preparing to Teach**



Section Time

Discuss **The importance of knowing the lesson plan.**

Show **Slides 1-5 through 1-7**

Note Refer to the approved driver education curricula. There are also sample lesson plan templates in the supplemental section.

Section 1: The Process for Preparing to Teach

Introduction Section 1 will cover the process for preparing to teach, including the importance of studying the lesson plan, preparing visual aids, preparing the classroom and mental preparation.

The importance of knowing the lesson plan

1. Study the lesson plans and student reference materials thoroughly. The goal of preparation is to:
 - Know the lesson objectives.
 - Know the audience.
 - Know the topical content to be covered.
 - Identify, in advance, the need for revising or modifying any content or materials:
 - To suit the needs of the students.
 - To adjust for state policy or procedures.
 - For new training needs.
 - Know the learning activities to be conducted.
 - Identify resources (personnel, supplies, etc.) necessary to conduct the training and carry out the learning activities.
 - Assemble the required resources.
 - Know what questions to ask.
 - Practice, practice, practice.
2. Training from a lesson plan that you are familiar with requires an ample amount of preparation time. Roughly you need 1 to 1-1/2 hours of preparation time per each hour of instruction time.
3. Preparation time will vary:
 - Knowledge of material
 - Complexity of concepts
 - Experience

Instructor Notes

Continue **Discussion on the importance of studying the lesson plan – continued**

Show **Slide 1-8**

Discuss **How to prepare your lesson.**

Show **Slide 1-9**

Discuss **Making notes on the lesson plan to assist in the presentation.**

Show **Slide 1-10**

Section 1: The Process for Preparing to Teach

The importance of studying the lesson plan – continued

4. Other reference materials to study:
 - Participant’s Manual
 - Instructor’s Manual
 - Any other relevant materials

Preparing your lesson

It is critical that instructors understand the importance of their delivery skills.

- How you say something is just as important as what you say.
- How you communicate information determines whether or not the information is received.
- How you ask a question so it is clear and concise.
- Following basic guidelines will increase effectiveness, quality and your confidence!

Making notes on the lesson plan to assist in teaching

- Use key words in the subject column to help trigger what content is being covered.
- Be sure to mark the lesson plan with pencil as you may choose to make changes in the future.
- You may want to write in your own questions or points of emphasis.
- You may want to use a highlighter to mark points of emphasis or mark when visuals are to be shown.

Instructor Notes

Discuss **The Four-Step Teaching and Learning Process.**

Show **Slide 1-11**

Section 1: The Process for Preparing to Teach

The four-step teaching and learning process

Review the four-step teaching and learning process:

1. **Motivation** – get the student ready to learn, the student's perspective during this phase is “why should I learn”?
2. **Presentation** – to present the lesson content through discussion or lecture, the student's perspective during the presentation phase is “what should I learn?” Presentation methods are critical to students' success.
3. **Application** – give the students the opportunity to apply what they have learned, the student's perspective during the application phase is “let me try it!”
4. **Evaluation** – evaluate the student's comprehension of the subject matter being taught, the student's perspective during the evaluation phase is “how am I doing?” Evaluation is an on-going process and should not wait until the end.

Instructor Notes

Activity **Activity #1: Preparing to Teach**

Show **Slide 1-12**

Have instructor candidates use the lesson plan for their assigned unit and note key words, highlight objectives, write in questions or points of emphasis, highlight points of emphasis or where visuals are to be shown and use sticky notes to make notes as well.

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: The Process for Preparing to Teach

Activity

Activity #1: Preparing to Teach

Use the lesson plan for your assigned unit and note key words, highlight objectives, write in questions or points of emphasis, highlight points of emphasis or where visuals are to be shown and use sticky notes to make notes as well.

Section 1
Summary

This section covered the process for preparing to teach, including the importance of studying the lesson plan and how to use the four step teaching and learning process to teach.

Instructor Notes

Introduce **Section 2: The Peer Teaching Process and Presentation**



Section Time

Discuss **The purpose of the peer teaching presentation.**

Show **Slide 1-13**

Section 2: The Peer Teaching Process and Presentation

Introduction Section 2 will cover the purpose of the peer teaching presentation, the training assignments, the training delivery skills checklist and conducting your presentation.

The purpose of the peer teaching presentation

1. To demonstrate your ability to teach any driver education lesson.
2. To demonstrate your ability to carry out the training process for your state.
3. To demonstrate your ability to use the four steps of teaching and learning.
4. To demonstrate how to use lesson plans.

Instructor Notes

Discuss	The training assignments.
Show	Slides 1-14 through 1-16
Insert	[State specific information in regards to the training assignment.]
Assign	<p>A unit of instruction to each instructor candidate from approved driver education curricula.</p> <ol style="list-style-type: none">1. You can either hand out assignments or ask them to volunteer for assignments.2. Try to keep any unit from being repeated. Be sure as many different units of instruction are covered as possible.
Emphasize	Ample amount of time for preparation. The instructor candidate will not present the lessons until Module 4.
Emphasize	The need to prepare even when familiar with the lesson.

Section 2: The Peer Teaching Process and Presentation

The training assignments

1. Several days prior to your assigned time, you will be given your training assignments. The reasons for these early assignments are to enable you to:
 - Pay close attention as your instructor outlines the critical information, tips and techniques that should be used when delivering the lesson.
 - Do your homework. To successfully deliver your assignments, you need to know the content included in the module prior to delivering the introduction, summary, or core content.
2. You will be given the opportunity to prepare for your lesson.
3. You will be given the opportunity to work with your master instructor.
4. You will conduct the assignments at a later date in this course.
 - [5 minute Introduction / Summary presentation]
 - [20-30 minute lesson utilizing the four-step teaching and learning process]

Instructor Notes

- Discuss** **The training delivery skills checklist.**
- Show** **Slides 1-17 through 1-20**
- Emphasize** To the students to cover the motivational guidelines when presenting.

Section 2: The Peer Teaching Process and Presentation

Teaching skills checklist

- Organize the material.
- Visualize delivering a successful presentation.
- Rehearse by standing up and using all of your materials, if possible have someone watch and offer suggestions.
- Plan each activity.
- Plan all visuals, materials, and props.
- Plan questions you will use to engage the students.
- Cover information in the correct sequence:
 - Motivation
 - Presentation
 - Application
 - Evaluation
- Stand in front of the group before starting.
- Breathe deeply just prior to beginning your presentation.
- Release tension in a positive way by directing it to the audience in the form of enthusiasm.
- Move when you speak but make sure to not distract your audience with too much movement.
- Maintain a relaxed posture and slow deliberate movements.
- Make your hands work for you in aiding and emphasizing your message.
- Keep eye contact for 1-2 seconds per person.
- Be aware of the tone, rate, and volume of your speech.
- Use pauses as a tool to emphasize your point.
- Practice, practice, practice.

Instructor Notes

Discuss	Conducting your presentation.
Show	Slides 1-21 through 1-22
Plan	Teaching assignments to fit within time limitations.
Select	Appropriately sized portions of the lesson from the driver education curriculum to fit within time frames.

Section Summary	Give a brief summary of Section 2. Ask a <u>few</u> short questions before proceeding onto the next section.
------------------------	--



Elapsed Time

Section 2: The Peer Teaching Process and Presentation

Conducting your presentation

Introduction / Summary Presentation

- You will cover the introduction of the lesson as if you were going to teach the whole lesson.
- You will then turn to the summary pages and slides and cover the summary as if you taught the whole lesson.
- The introduction/summary will take approximately 5-10 minutes to cover.
- When your presentation is completed, you will evaluate yourself and your peers will be given the opportunity to provide feedback.
- Finally, the instructor will provide feedback.

Full Presentation

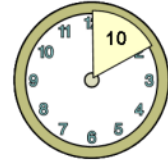
- You will start at the beginning of the module.
- You will teach for approximately 20 - 30 minutes. This includes the four-step teaching process.
- At the conclusion of your lesson, summarize and evaluate (the last section of the module outline), as if you have covered the module of instruction.
- You will use the same Introduction and Summary you practiced earlier.
- When your presentation is completed, you will evaluate yourself and your peers will be given the opportunity to provide feedback.
- Finally, the instructor will provide feedback.

Section 2
Summary

This section covered the purpose of the presentation, the training assignments, the training delivery skills checklist and conducting your presentation.

Instructor Notes

Introduce **Section 3: Evaluation of the Presentation**



Section Time

Discuss **How you will be evaluated.**

Show **Slide 1-23**

Discuss **The roles played during the peer teaching.**

Show **Slide 1-24**

Section 3: Evaluation of the Presentation

Introduction Section 3 will cover how you will be evaluated during the presentation and the roles that are played during the presentation process.

- How you will be evaluated
- You will be asked to evaluate yourself.
 - Your peers will act as novice driver education students and be given the opportunity to provide feedback.
 - The instructor will provide a debriefing of the presentation identifying both strong points and areas needing improvement.
 - You will be evaluated on how well you:
 - Follow the lesson plan.
 - Use the principles of teaching and learning to facilitate the learning process.
 - Use question and answers to develop student interaction and communication.
-

- Roles played during the peer teaching
1. **Lead Instructor** – your instructor who will assist with your preparation and will observe and evaluate your teaching.
 - The lead instructor will:
 - Assist with your preparation.
 - Assist with technical aspects (equipment).
 - Observe your teaching.
 - Provide constructive feedback with the entire class.
 - Provide suggestions of ways, which the peer teacher can improve.
 - Provide a critique for the presentation that will count toward your overall class score.

Instructor Notes

Continue **Discussion on the roles played during the training – continued**

Show **Slides 1-25 through 1-26**

Section Summary Give a brief summary of Section 3. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 3: Evaluation of the Presentation

Roles played during the teaching – continued

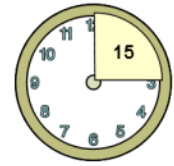
2. **Peer Teacher** - The role you will play when you are giving your presentation.
 - When you are delivering your presentation, you are a peer teacher. In the role of a peer teacher, you should:
 - Present your assignment as professionally as possible.
 - Prepare in advance to deliver the content in order to demonstrate the knowledge, skills, and abilities that have been learned to date in this class.

3. **Class Participant** - When you are not delivering a lesson, but are listening to one of your colleagues deliver his/her presentation.
 - When you are not delivering a presentation you are performing as a class participant. In the role of a class participant, you should:
 - Listen and be courteous to the instructor candidate.
 - Ask questions that a novice driver would ask.
 - NOT be disruptive, act silly, or ask questions that a novice learner would not ask.
 - Lead the presenter to help with their assignment.
 - Complete an evaluation of the presentation.

Section 3
Summary

This section covered how you would be evaluated during the presentation and the roles that are played during the presentation process.

Instructor Notes



Section Time

Module Summary Summarize the purpose of the module “Preparing to Train and Overview of Training Assignments.”

Summarize The module objectives.

Summarize The information presented in the module.

Show **Slides 1-27 through 1-30**

Key Words The following “Key Words” were introduced in this module.

Motivation	Presentation	Application
Evaluation	Lead Instructor	Peer Teacher
Class participant		

Activity Conduct Module Review Activity: Key Words Matchup.

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.

1. What are some the requirements of the preparation task?
2. When should we prepare for the teaching assignment?
3. Give me some examples from the guidelines for the motivation step. Presentation step. Application step. Evaluation step.

Quiz Administer quiz on Module 1.

Review Score and review quiz with students. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will cover classroom management.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to discuss the process for preparing to teach and to discuss the Peer Teaching assignments.

By the end of this module, you should be able to:

- Explain the purpose of the peer teaching presentation.
- Demonstrate the instructor preparation tasks.
- Demonstrate your ability to prepare for the training task.
- Describe how you will be evaluated during the Peer Teaching presentation.

The information that was presented in this module is essential for preparing you to teach.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Motivation	Presentation	Application
Evaluation	Lead instructor	Peer teacher
Class participant		

Instructor Notes

Module Review Activity

Key Words Matchup

Have instructor candidates write in the letter of the associated key word.

After instructor candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

1. F
2. B
3. G
4. C
5. A
6. D
7. E

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Motivation	B. Presentation	C. Application
D. Evaluation	E. Lead instructor	F. Peer teacher
G. Class participant		

1. _____ The role you will play when you are giving your presentation.
2. _____ To provide the content through discussion or lecture.
3. _____ When you are not delivering a presentation, but are listening to one of your colleagues deliver his/her presentation.
4. _____ To give the students the opportunity to practice what they have learned.
5. _____ To get the student ready to learn.
6. _____ To determine the students' comprehension of the subject matter being taught.
7. _____ Instructor who will assist with your preparation.

Instructor Notes

Summary Sheet Provide instructor candidates with a summary sheet as a review of the module.

Review Module highlights with instructor candidates.



Elapsed Time

Summary Sheet

Summary
Sheet

Process for Preparing to Teach

It is important to study the lesson plan so you know the lesson objectives, the audience, the topical content to be covered, the learning activities to be conducted, questions to be asked, and can identify, in advance, the need for revising or modifying any content or materials. It can take 1 to 1-1/2 hours of preparation time per each hour of instruction time to train from a lesson plan for the first time.

Using The Four-Step Teaching and Learning Process to Teach

1. Motivation

- Get the student ready to learn, cover what content will be covered and activities to take place, provide objectives, why it is useful to be able to do it, benefits of the lesson, relate the subject matter to the students' prior learning.

2. Presentation

- Present the lesson content through discussion or lecture, use simple language, be familiar with the lesson, use eye contact, be yourself.

3. Application

- Give the students the opportunity to apply what they have learned, challenges the student, aids in retention, ask questions, pose problems and exercises, provide realistic learning activities, provide hands-on practice, and assign homework.

4. Evaluation

- To evaluate the students' comprehension, must be on-going, oral questions, directly related to the stated objectives, student-led demonstrations, formal test, and homework.


The purpose of the Peer Teaching presentation

To demonstrate your ability to teach any or all units of instruction, to carry out the training process for your jurisdiction, to use the principles of teaching and learning and to facilitate the teaching and learning process and to demonstrate how to use lesson plans.

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Module 1

Preparing to Teach and Overview of Teaching Assignments




Slide 1-2

Purpose of the Module

- ▶ To discuss the process for preparing to teach and to discuss the peer teaching assignments.

Module 1

PW page 1-2



Slide 1-3


Module Sections

This module will cover three topics:

- ▶ The process for preparing to teach.
- ▶ The peer teaching process and presentation.
- ▶ Evaluation of the presentation.

Module 1

PW page 1-2




Slide 1-4

Module Objectives

- ▶ By the end of this Module, you should be able to:
 - Explain the purpose of the peer teaching presentation.
 - Demonstrate the instructor preparation tasks.
 - Demonstrate your ability to prepare for the training task.

Module 1

PW page 1-2




Slide 1-5

The Importance of Knowing the Lesson Plan

- ▶ Lesson objectives.
- ▶ Audience.
- ▶ Topical content to be covered.
- ▶ Identify, in advance, the need for revising or modifying any content or materials.

Module 1

PW page 1-3




Slide 1-6

The Importance of Knowing the Lesson Plan

- ▶ Learning activities to be conducted.
- ▶ Resources necessary.
- ▶ Assemble the required resources.
- ▶ Questions to be asked.
- ▶ Practice, practice, practice.

Module 1

PW page 1-3



Slide 1-7

The Importance of Knowing the Lesson Plan


- ▶ Even when familiar, training requires roughly 1 to 1-1/2 hours of preparation time per each hour of instruction time.
- ▶ Preparation time will vary:
 - Knowledge of material
 - Complexity of concepts
 - Experience

Module 1 PW page 1-3

Slide 1-8

The Importance of Knowing the Lesson Plan

- ▶ Other reference materials to study:
 - Participant's Manual
 - Instructor's Manual
 - Any other relevant materials



Module 1 PW page 1-4

Slide 1-9

Preparing Your Lesson

- ▶ How you say something is just as important as what you say.
- ▶ How you communicate information determines whether or not the information is received.
- ▶ How you ask a question so it is clear and concise.
- ▶ Following basic guidelines will increase effectiveness, quality and your confidence!

Module 1 PW page 1-4

Slide 1-10

Making Notes on the Lesson Plan to Assist in Teaching

- ▶ Use key words in the subject column.
- ▶ Mark the lesson plan with pencil.
- ▶ Write in your own questions or points of emphasis.
- ▶ Use a highlighter to mark points of emphasis or when visuals are to be shown.

Module 1 PW page 1-4

Slide 1-11

Review the Four-Step Teaching and Learning Process

1. Motivation get the student's ready to learn	2. Presentation present the lesson content
3. Application students apply what they have learned	4. Evaluation student's comprehension of the subject matter

Module 1 PW page 1-5

Slide 1-12

Learning Activity

Activity #1: Preparing to Teach


Use your assigned unit lesson plan and make notes, highlight points of emphasis and note key words.

Module 1 PW page 1-6

Slide 1-13

The Purpose of the Peer Teaching Presentation


- ▶ To demonstrate your ability to teach any driver education lesson.
- ▶ To demonstrate your ability to carry out the training process for your state.
- ▶ To demonstrate your ability to use the four steps of teaching and learning.
- ▶ To demonstrate how to use lesson plans.

Module 1 PW page 1-7 

Slide 1-14

The Training Assignments


- ▶ Pay close attention to the critical information, tips and techniques that should be used when delivering the lesson.
- ▶ Do your homework. Know the content included in the module prior to delivering the introduction, summary, or core content.

Module 1 PW page 1-8 

Slide 1-15

The Training Assignments


- ▶ You will be given the opportunity to prepare for your lesson.
- ▶ You will be given the opportunity to work with your master instructor.

Module 1 PW page 1-8 

Slide 1-16

The Training Assignments


- ▶ **[5 minute Introduction / Summary presentation]**
- ▶ **[20-30 minute lesson utilizing the four-step teaching and learning process]**

Module 1 PW page 1-8 

Slide 1-17

Teaching Skills Checklist


- ▶ Organize the material.
- ▶ Visualize delivering a successful presentation.
- ▶ Rehearse by standing up and using all of your materials, if possible have someone watch and offer suggestions.
- ▶ Plan each activity.
- ▶ Plan all visuals, materials, and props.

Module 1 PW page 1-9 

Slide 1-18

Teaching Skills Checklist


- ▶ Plan questions you will use to engage the participants.
- ▶ Cover information in the correct sequence:
 - Motivation
 - Presentation
 - Application
 - Evaluation

Module 1 PW page 1-9 

Slide 1-19

Teaching Skills Checklist


- ▶ Stand in front of the group before starting.
- ▶ Breathe deeply just prior to beginning your presentation.
- ▶ Release tension in a positive way by directing it to the audience in the form of enthusiasm.
- ▶ Move when you speak but make sure to not distract your audience with too much movement.
- ▶ Maintain a relaxed posture and slow deliberate movements.

Module 1 PW page 1-9 

Slide 1-20

Teaching Skills Checklist


- ▶ Make your hands work for you in aiding and emphasizing your message.
- ▶ Keep eye contact for 1-2 seconds per person.
- ▶ Be aware of the tone, rate, and volume of your speech.
- ▶ Use pauses as a tool to emphasize your point.
- ▶ Practice, practice, practice.

Module 1 PW page 1-9 

Slide 1-21

Introduction / Summary Presentation


- ▶ Cover the introduction of the lesson as if you were going to teach the whole lesson.
- ▶ Then turn to the summary pages and slides and cover the summary as if you taught the whole lesson.
- ▶ It will take approximately 5-10 minutes to cover.
- ▶ After completion you will evaluate yourself and your peers will be given the opportunity to provide feedback.
- ▶ The instructor will provide feedback.

Module 1 PW page 1-10 

Slide 1-22

Full Presentation


- ▶ Start at the beginning of the module.
- ▶ Teach for approximately 20 - 30 minutes. This includes the four-step teaching process.
- ▶ At the conclusion of your lesson, summarize and evaluate.
- ▶ You will evaluate yourself and your peers will be given the opportunity to provide feedback.
- ▶ The instructor will provide feedback.

Module 1 PW page 1-10 

Slide 1-23

How You Will Be Evaluated


- ▶ You will be evaluated on how well you:
 - Follow the lesson plan.
 - Use the principles of teaching and learning.
 - Use question and answers.

Module 1 PW page 1-11 

Slide 1-24

Roles Played During the Peer Teaching

- ▶ Lead Instructor - your instructor who will assist with your preparation and will observe and evaluate your teaching.
 - Will provide feedback
 - Will provide a critique of the presentation.

Module 1 PW page 1-11 

Slide 1-25

Roles Played During the Peer Teaching

- ▶ **Peer Teacher** – The role you will play when you are giving your presentation.
 - In the role of a peer teacher, you should:
 - Present your assignment as professionally as possible.
 - Prepare in advance to deliver the content in order to demonstrate the knowledge, skills, and abilities that have been learned to date in this class.

Module 1 PW page 1-12 ANSTSE

Slide 1-26

Roles Played During the Peer Teaching

- ▶ **Class Participant** – When you are not delivering a lesson, but are listening to one of your colleagues deliver his/her presentation.
 - You should:
 - Listen and be courteous.
 - Ask questions that a novice driver would ask.
 - NOT be disruptive, act silly, or ask questions that a novice learner would not ask.
 - Lead the presenter to help with their assignment.

Module 1 PW page 1-12 ANSTSE

Slide 1-27

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Explain the purpose of the peer teaching presentation.
 - Demonstrate the instructor preparation tasks.
 - Demonstrate your ability to prepare for the training task.
 - Describe how you will be evaluated during the Peer Teaching presentation.

Module 1 PW page 1-13 ANSTSE

Slide 1-28

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 1 PW page 1-14 ANSTSE

Slide 1-29

Questions and Answers

- ▶ What are some the requirements of the preparation task?
- ▶ When should we prepare for the teaching assignment?
- ▶ Give me some examples from the guidelines for the: Motivation step. Presentation step. Application step. Evaluation step.

Module 1 ANSTSE

Slide 1-30

Questions?

?

Module 1 ANSTSE

Part II Module 1 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either fill in or select the best answer from the questions below.

1. Training from a lesson plan for the first time may require how many hours of preparation time?
 - a. 1 to 1-1/2 hours per each hour of instruction time
 - b. 2 to 3 hours per each hour of instruction time.
 - c. 3 hours total preparation time.

2. Which is true of preparing the lesson plans?
 - a. Do not use markers or highlighters as it can be hard to read the content.
 - b. Mark the lesson plan in pen so it does not get erased.
 - c. Write in your own questions or points of emphasis.

3. When teaching, you should:
 - a. Keep eye contact for 5 seconds per person.
 - b. Stand still when you speak.
 - c. Use pauses to emphasize your point.

4. Preparing for your lesson will:
 - a. Ensure you have the capabilities to conduct the presentation.
 - b. Increase effectiveness, quality and your confidence.
 - c. Not have any effect on the quality of your presentation.

5. How you communicate information:
 - a. Determines whether or not the information is received.
 - b. Has no impact on the way the student perceives the information.
 - c. Is not as important as the information you are presenting.

6. Circle True or False. How you say something is just as important as what you say.

7. List 5 items to know that are important when studying the lesson plan.
 - a.
 - b.
 - c.
 - d.
 - e.

8. What is the correct sequence of the four-step teaching and learning process?
 - a.
 - b.
 - c.
 - d.

9. List 5 things you should keep in mind when presenting a lesson.

- a.
- b.
- c.
- d.
- e.

10. Why might you need to revise or modify content or materials in the lesson plan?

Module 2

Classroom Management

Instructor Notes

Activities

Activity #1: Graphics from Curriculum

Have IC's identify graphics from their assigned unit lesson plans, which relate to the unit and identify traffic situations that parallel the materials in the lesson.

Activity #2: Micro Teaching Presentation Based on a DVD or Power Point Presentation

Have IC's select a DE, DVD or PowerPoint presentation to identify five key points to integrate into a five-minute micro teaching presentation.

Activity #3: Preparing the Classroom and Visual Aids

Have IC's complete questions on setting up the classroom and visual aids.

Activity #4: Short on Time

Have IC's list 2 things they can do if they are short on time.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

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Instructor Notes

Discuss

Module Overview

Show

Slides 2-1 through 2-4



Section Time

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives

Module Overview

Module Overview

1. Prior to this module, we discussed Preparing to Teach and Overview of Peer Teaching Assignments.
2. This module is titled “Classroom Management.”
3. The purpose of this module is to learn techniques for classroom management and setup, to identify potential instructor challenges and discuss strategies for managing these issues.
4. This module will cover five topics:
 - Classroom setup.
 - Maintaining leadership in the classroom.
 - Observing and listening to students.
 - Time management and time constraints.
 - Class disrupters and managing student behavior.
5. By the end of this module, you will be able to:
 - Describe particular classroom set-ups.
 - Demonstrate how to prepare multimedia aids.
 - Explain how organization, behavior control, and communication can ensure effective classroom management.
 - Demonstrate how to observe and listen to students effectively.
 - Recognize when a discussion gets “off track” and identify how to refocus students on the task at hand.
 - Demonstrate effective responses to “challenging” students to meet their needs as well as your needs as the instructor.
 - Demonstrate appropriate strategies to keeping students on task.

Instructor Notes

Discuss **Module Overview – continued**

- 6. Activities to be performed
- 7. How the IC will be evaluated
- 8. Length of module
- 9. How the module will benefit the IC in the real world

Note: Remind IC to stop you if they have any questions.

Key Words: Write the following key words on the board. Explain that they will be defined as you proceed through the module.

Teacher authority	Strong extrovert	Long winded
An authority figure	Gotcha!	Disrupter

Note: Remind IC to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview

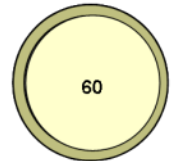
6. During the module, you will be required to participate in group discussion and activities.
7. During the module, you will be evaluated through questions and answers. There will be a 10 question quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 2 hours.
9. This module will help you prepare and setup the classroom, maintain leadership and how to lead the learner into an active role.

Key Words: You will learn the following key words and their meaning as you proceed through this module:

Teacher authority	Strong extrovert	Long winded
An authority figure	Gotcha!	Disrupter

Instructor Notes

Introduce **Section 1: Classroom Setup**



Section Time

Discuss **Preparing the classroom.**

Show **Slide 2-5**

Section 1: Classroom Setup

Introduction Section 1 will cover how to prepare the classroom, different types of seating arrangements, the purpose and use of visual aids, mentally preparing for teaching and what to do before the class begins.

Preparing the classroom Prepare the training facilities, including:

- Seating arrangements
- Table space
- Climate control (lighting, ventilation, etc.)
- Wall charts and other permanent displays
- Small, lightweight mobile displays
- Arranging whiteboard and other portable displays
- Instructor setup (i.e. instructor station, computer, desk or space)
- Projector/screen/TV and video monitor set up
- Student materials and handouts

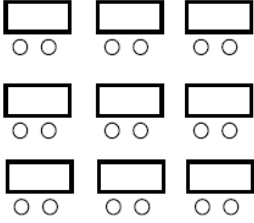
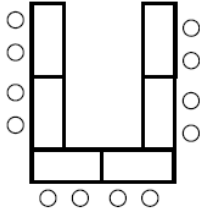
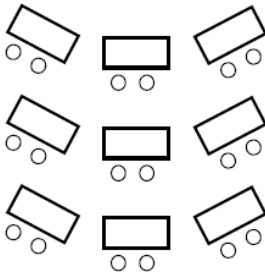
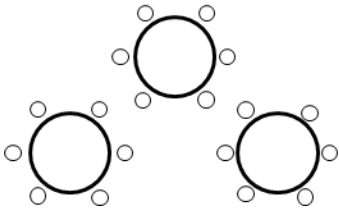
Instructor Notes

Discuss **Classroom seating arrangements.**

Show **Slides 2-6 through 2-13**

Section 1: Classroom Setup

Classroom seating arrangements

Typical classroom configurations	Pros	Cons
<p>Traditional Classroom</p> 	<ul style="list-style-type: none"> • Student's focus is instructor not surrounding instruction • Instructor able to guide instruction • Designed for lecture based instruction • Efficient setup 	<ul style="list-style-type: none"> • Considered by many to be the "least favorable" way to facilitate learning • Makes students feel like they are in class • No space for collaboration
<p>U Shaped</p> 	<ul style="list-style-type: none"> • Excellent for discussion • Instructor becomes incorporated with discussion • Allows for collaboration • Student's don't feel like they are in class 	<ul style="list-style-type: none"> • Difficult to enter and exit desks • Students get off task easily
<p>Chevron</p> 	<ul style="list-style-type: none"> • Allows discussion among small groups • Creates a more enclosed type of feel for the instructor and student's 	<ul style="list-style-type: none"> • Less effective in terms of management if more than 2 rows used • More room for distractions because students close together
<p>Round Tables</p> 	<ul style="list-style-type: none"> • Supports cooperative work • Can save floor space even with many tables or desks 	<ul style="list-style-type: none"> • Not easy to do with square or rectangle-shaped desks • Promotes off-task behavior • Distracting for many students • Some students backs will be turned to instructor

Instructor Notes

Discuss **The purpose of visual aids.**

Show **Slides 2-14 through 2-15**

Discuss **Well-designed visual aids.**

Show **Slide 2-16**

Section 1: Classroom Setup

The purpose of visual aids

- Attention can be focused on points being made.
- Helps to generate interest.
- Helps to arouse curiosity.
- Helps to increase understanding.
- Aids in the retention of information.
- More favorable attitude toward learning.
- Makes learning more enjoyable and more interesting.
- May be used when more realistic displays are not available.
- Helps to show sequential steps in a process.

Well-designed visual aids

Audio-visual materials are often provided with the courseware, but are not always well suited for every class. You may need to create your own visual aids to reflect localized situations. Be sure all audio-visual materials:

- Meet the objectives of the module being taught.
- Support the lesson plan.
- Aid in retention.
- Are up-to-date and contain accurate information.
- Makes learning more enjoyable and interesting.
- Are well designed to generate interest for this audience.
- Can be easily produced and reproduced.

Instructor Notes

Activity **Activity #1: Graphics in Curriculum**

Slide **Slide 2-17**

Have instructor candidates identify graphics from their assigned unit lesson plans and identify how they support the lesson.

Section 1: Classroom Setup

Activity

Activity #1: Graphics in Curriculum

Identify graphics from your assigned unit lesson plans and identify how they support the lesson.

Share your photos with the other instructor candidates in the class.

Graphic 1:

Graphic 2:

Graphic 3:

Graphic 4:

Instructor Notes

Discuss **Examples of visual aids.**

Show **Slide 2-18**

Discuss **Proper use of visual aids.**

Show **Slide 2-19**

Section 1: Classroom Setup

Examples of visual aids

- Electronic slide presentations
- DVD (or other video format)
- Displays or props
- Handouts
- Other new technology (interactive whiteboard, tablets, online, apps, computer software)

Proper use of visual aids

Electronic slide presentations:

- Avoid standing or walking in front of the screen. Stay off to the side of the screen, but move around the room.
- Always face the students.
- Avoid reading from the screen and speaking to the screen.
- Use a remote control device to go to the next slide so you do not have to stand by the computer.
- Use a laser pointer to highlight items. Keep it steady if used.
- Keep some room lights on so the class can see you.
- Turn the projector off when not in use or blank the screen.

Instructor Notes

Activity **Activity #2: Micro Teaching Presentation Based on a DVD or Power Point Presentation**

Show **Slide 2-20**

Have instructor candidate's individually or in small groups select a driver education DVD or PowerPoint presentation. The IC will then review the material selected and identify five key points which he/she would then integrate into a five-minute micro teaching presentation for the IC class.

Section 1: Classroom Setup

Activity

Activity #2: Micro Teaching Presentation Based on a DVD or Power Point Presentation

Individually or in small groups, select a driver education, DVD or PowerPoint presentation. Review the material selected and identify five key points which you would then integrate into a five-minute micro teaching presentation for the class.

Instructor Notes

Discuss **Mental preparation.**

Show **Slide 2-21**

Discuss **Dealing with anxiety.**

Show **Slide 2-22**

Discuss **What to do the first day of the training.**

Show **Slide 2-23**

Section 1: Classroom Setup

Mental preparation

- Mentally prepare yourself for the teaching task.
- Other things to consider are:
 - Practicing your delivery will help you become more comfortable when you actually deliver the course.
 - Seeing your own improvement will raise your self-confidence for when you deliver the course.
 - When you implement the feedback that your instructor and your peers provide, you will improve every day during this class.

Dealing with anxiety

- Anxiety is normal
- Physiological changes can occur
- Combat anxiety with preparation
- Combat anxiety with organization
- Practice your lesson prior to delivery to deal with anxiety

I am a great believer in luck and I find the harder I work the more I have it.

- Thomas Jefferson

Getting ready the first day of the training

The first day of the training:

- Arrive early
- Set up and test the equipment yourself
- Arrange the room, if necessary
- Learn where everything is
- Distribute materials

Instructor Notes

Discuss **What to do before the class begins.**

Show **Slide 2-24**

Discuss **What to do when the class begins.**

Show **Slide 2-25**

Discuss **How to set ground rules.**

Show **Slides 2-26 through 2-27**

Section 1: Classroom Setup

- What to do before the class begins
- Greet the students as they arrive
 - Introduce yourself

-
- What to do when the class begins
- Demonstrate a Positive Attitude
 - Smile
 - Take a deep breath
 - If all else fails, act confident
 - Do not apologize
 - Get to Know Each Other
 - Introduce yourself
 - Have students introduce themselves
 - Add an ice breaker, if appropriate

-
- Setting the ground rules
- Start on time
 - Let the students know that you will:
 - Start breaks on time
 - End breaks on time
 - End class on time
 - Include other housekeeping items, such as:
 - Creature comforts (i.e. restrooms, vending machine)
 - How to ask questions
 - Emergency procedures
 - Classroom courtesies
 - Distractions
 - Phones
 - Punctuality
 - Respect for others

Instructor Notes

Activity **Activity #3: Preparing the Classroom and Visual Aids**

Show **Slide 2-28**

Have IC's write in the correct answer for each question.

After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

1. Arrange table(s) and seating, control the climate and lighting, set up wall charts and other permanent displays, arrange chalkboard/flip-chart and instructor's station, set up projector/screen and video monitor, have student materials and handouts ready.
2. Attention can be focused on points being made, helps to generate interest, helps to arouse curiosity, helps to increase understanding, aids in the retention of information, more favorable attitude toward learning, makes learning more enjoyable and more interesting, helps to show sequential steps in a process.
3. Meet the objectives of the module being taught, support the lesson plan, aid in retention, are up-to-date and contain accurate information, make learning more enjoyable and interesting, are well designed to generate interest for this audience, can be easily produced and reproduced.

Section Summary

Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: Classroom Setup

Activity

Activity #3: Preparing the Classroom and Visual Aids

Write in the correct answer for each question.

1. What do you need to do to prepare the classroom?

2. What is the purpose of visual aids?

3. What are some characteristics of well-designed visual aids?

Section 1
Summary

This section covered the process for preparing to teach, including the importance of studying the lesson plan, preparing visual aids, preparing the classroom and mental preparation.

Instructor Notes

Introduce **Section 2: Maintaining Leadership in the Classroom**



Section Time

Discuss **How to maintain leadership in the classroom.**

Show **Slide 2-29**

Discuss **How to stay in control.**

Show **Slides 2-30 through 2-31**

Emphasize **Effective leadership takes practice and experience.**

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 2: Maintaining Leadership in the Classroom

Introduction Section 2 will cover how to maintain leadership in the classroom.

Maintaining leadership in the classroom How to establish leadership:

- Take up a central position in the room
- Be well-prepared
- Be brisk and firm without being harsh
- Frequently scan the classroom
- Resist distracting questions (the latest football results, TV soaps, Game of Thrones, etc.)
- Convey clear expectations
- Give clear indications of the learning task
- Make and hold eye contact with individuals

How to stay in control

- Maintaining control does not mean rigid authority or a domineering, dictatorial posture.
- “Staying in Control” refers to the instructor’s responsibility to cover the topics, to see to it that the proper activities take place, and that the schedule is maintained (with reasonable flexibility).
- An instructor loses control when he or she permits distractions or digresses (or permits digressions) from the scheduled topics and activities to the point where the students’ achievement of the learning objective is jeopardized.
- Establishing effective leadership takes practice.

Section 2 Summary This section covered how to maintain leadership in the classroom and stay in control.

Instructor Notes

Introduce **Section 3: Observing and Listening to Students**



Section Time

Discuss **How to observe and listen to students.**

Show **Slide 2-32**

Discuss **Challenges to observing and listening.**

Show **Slide 2-33**

Section Summary Give a brief summary of Section 3. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 3: Observing and Listening to Students

Introduction Section 3 will cover how to observe and listen to students and challenges to observing and listening.

Observing and listening to students

- Observe students continuously.
- Listen to student comments and questions carefully.
- Adjust your teaching style based on what you observe and hear from your students.
- If you do not observe or listen correctly, you cannot make adjustments and can teach negative concepts.

Challenges to observing and listening

- It is challenging to listen to students.
- Must listen carefully to students' questions and comments.
- It can be challenging to observe all students all the time.
- Must maintain eye contact with all students.

Section 3 Summary This section covered how to observe and listen to students and challenges to observing and listening to students.

Instructor Notes

Introduce **Section 4: Time Management and Time Constraints**



Section Time

Discuss **Managing your time in the classroom.**

Show **Slides 2-34 through 2-35**

Section 4: Time Management and Time Constraints

Introduction Section 4 will cover how to manage your time in the classroom and what to do if time is running short.

Managing your time in the classroom

- Define and focus on your objectives for each lesson. Allowing the class to digress too far, or for too long, may sacrifice more critical discussion or activities.
- Recognize when you should step aside and let the students interact; be responsive to the classroom dynamic.
- Be flexible. Be able to reshape your lesson plan on the fly, to respond to the demands of different groups.
- Allow for time for questions on difficult topics/concepts. Build time for questions into your lesson plan.
- Estimate the time each task will take and manage your time.
- Prioritize your established tasks to ensure that you cover the most important concepts/subjects.
- Be aware of hidden time demands (administrative issues, explanation of test procedures or assignments, questions from lectures, setting up technology, rearranging the room, etc.).
- Assess the success of the lesson plan after each class and adapt for the next lesson or class.

Instructor Notes

Discuss **What to do if time is running short.**

Show **Slide 2-36**

Section 4: Time Management and Time Constraints

Short of time

If time is running short

- Reduce interaction (only if time is extremely short).
- Go back and refocus on objectives.
- If content allows, conduct a rapid-fire Q&A session to see how much information students already understand and then decide how to compress time.
- Note in your lesson plans where you left off and determine what you need to include for the next class and adjust the lesson plan accordingly.
- Cut an exercise or activity short only as a last resort. If students are working in groups, you may decide to reduce the time for the activity even if everyone hasn't finished so you can review as a class.

Instructor Notes

Activity **Activity #4: Short on Time**

Show **Slide 2-37**

Have instructor candidates' list 2 things they can do if they are short on time.

After instructor candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

Reduce interaction (only if time is extremely short), go back and refocus on objectives, cut an exercise or activity short, conduct a rapid fire Q&A session to see how much information students already understand and then decide how to compress time, poll the class to get their impression of which information they need the most help.

Section Summary Give a brief summary of Section 5. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 4: Time Management and Time Constraints

Activity

Activity #4: Short on Time

List 2 things you can do if you are short on time.

1. _____

2. _____

Section 4
Summary

This section covered how to manage time wisely in the classroom and what to do when you are short of time.

Instructor Notes

Introduce **Section 5: Class Disrupters and Managing Student Behavior**



Section Time

Discuss **Types of digressions and class disrupters.**

Show **Slides 2-38 through 2-39**

Section 5: Class Disrupters and Managing Student Behavior

Introduction Section 5 will cover types of digressions and class disrupters, what to do about class disrupters and how to manage student behavior.

Types of digressions and class disrupters

- Questions or comments from students that raise issues unrelated to the topics to be covered.
- One or two individuals who attempt to dominate all discussions, thus preventing other students from fully participating.
- Students who talk to one another in class, thus distracting other students near them.
- Students who are using an electronic device in the classroom.

Learners will sometimes respond in ways that instructors perceive to be challenging, threatening, or obnoxious.

- Strong extrovert (Needs to say something)
- Long-winded (Wants or needs more student involvement)
- An authority figure (Wants to take something out on the instructor)
- Gotcha! (Wants to display superior knowledge to the instructor)

Instructor Notes

Discuss **What to do about class disrupters.**

Show **Slides 2-40 through 2-42**

Section 5: Class Disrupters and Managing Student Behavior

What to do about class disrupters

- Responding to those students in ways which meet their needs and the instructor's while keeping the class on target can be a challenge even to seasoned instructors.
- While it is difficult not to think the worst of the intentions of the student, most challenges are fairly innocent.
- While initial responses should give credibility to questions and questioner, instructors need NOT stop the flow of teaching to deal in depth with them.
- If a student is truly persistent to the point of being obnoxious, then deal with them one-on-one in private to let them know your feelings and concerns.
- Sarcasm and witty or caustic "put-downs" in front of the group most often worsen the situation.
- Off the point issues: If the student's questions or comments raise points that will:
 - Be covered later: politely indicate that the issue will be discussed fully at the right time.
 - Not be covered during the training: politely apologize to the student that time does not permit addressing the issue in class; but offer instead to discuss it during a break.
- For students who display superior knowledge and do not let others respond:
 - Never simply tell them to shut up.
 - Instead, offer them a compliment for their knowledge, but ask them to let another student respond.
 - You can also use "direct questions" to involve other students.
- If a student is using an electronic device, ask them to turn it off and put it away.

Instructor Notes

Discuss **What to do about class disrupters – continued**

Show **Slide 2-43**

Section 5: Class Disrupters and Managing Student Behavior

What to do about class disrupters

- Dealing with students who talk in class:
 - Position yourself near the student(s) to draw attention to them without interrupting the class or directly pointing them out.
 - Direct a question, unobtrusively, to the principal offender.
 - Only as an absolute last resort should the instructor interrupt the class by explicitly asking or telling the distracting students to cease their conversation.
 - If all else fails, approach the students individually during the next break, and tell him or her (politely but directly) that you would appreciate an end to the distraction.

Instructor Notes

Discuss **How to manage student behavior.**

Show **Slide 2-44**

Discuss **How to manage discussions.**

Show **Slide 2-45**

Section Summary Give a brief summary of Section 5. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 5: Class Disrupters and Managing Student Behavior

How to manage student behavior

Communicate calm control and seriousness by:

- Eye contact (with all students)
- Facial expressions
- Physical proximity to your students
- Posture
- Pre-directed questions
- Private consultation
- Give student added responsibility or task

How to manage discussions

- Recognize when a discussion is getting off track
- Offer feedback where appropriate
- Recognize and restate the main issue(s)
- Be sure NOT to criticize the discussion
- Keep the class on track
- Recognize the importance of resolving any remaining issues
- Keep time frames in mind

Section 5 Summary

This section covered types of digressions and class disrupters, how to handle class disrupters and managing student behavior.

Instructor Notes

Module Summary Summarize the purpose of the module “Techniques in Classroom Management.”



Section Time

Summarize The module objectives.

Summarize The information presented in the module.

Show **Slides 2-46 through 2-50**

Key Words The following “Key Words” were introduced in this module.

Teacher authority	Strong extrovert	Long winded
An authority figure	Gotcha!	Disrupter

Activity Conduct Module Review Activity: Key Words Matchup.

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.

1. Give some examples of preparing the classroom.
2. Why should we preview audio-visuals?
3. How can you maintain leadership in the classroom?
4. How can you manage your time in the classroom?
5. How can you manage class disrupters?

Quiz Administer quiz on Module 2.

Review Score and review quiz with students. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will cover Student Assessment and Evaluation.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to learn techniques for classroom management and setup and to identify potential instructor challenges and discuss strategies for managing these issues.

By the end of this module, you should be able to:

- Describe particular classroom set-ups.
- Demonstrate how to prepare multimedia aids.
- Explain how organization, behavior control, and communication can ensure effective classroom management.
- Demonstrate how to observe and listen to students effectively.
- Recognize when a discussion gets “off track” and identify how to refocus students on the task at hand.
- Demonstrate effective responses to “challenging” students to meet their needs as well as your needs as the instructor.
- Demonstrate appropriate strategies to keeping students on task.

The information that was presented in this module is essential for managing the classroom and interacting with the learner effectively.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Teacher authority	Strong extrovert	Long winded
An authority figure	Gotcha!	Disrupter

Instructor Notes

**Module
Review
Activity**

Key Words Matchup

Have IC's write in the letter of the associated key word.

After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

1. E
2. A
3. B
4. D
5. F
6. C

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Teacher authority	B. Strong extrovert	C. Long winded
D. An authority figure	E. Gotcha!	F. Disrupter

1. _____ Class disrupter who wants to display superior knowledge to the instructor.
2. _____ To establish this you should take up a central position in the room.
3. _____ Class disrupter who needs to say something.
4. _____ Class disrupter who wants to take it out on the instructor.
5. _____ Individuals who interrupt the class by talking to others too much, asking questions unrelated to the topic, or dominating discussions.
6. _____ Class disrupter who wants or needs more student involvement.

Instructor Notes

Summary Sheet	Provide IC's with a summary sheet as a review of the module.
Review	Module highlights with IC's.

Summary Sheet

Summary
Sheet

Preparing the Classroom

Arrange table(s) and seating, control the climate and lighting, set up wall charts and other permanent displays, arrange chalkboard/flip-chart and instructor's station, set up projector/screen and video monitor, have student materials and handouts ready.

Developing Visual Aids

Visual aids help to generate interest, help to arouse curiosity, and help to increase understanding.

Well-designed visual aids meet the objectives of the module being taught, support the lesson plan, aid in retention, are up-to-date, contain accurate information and make learning more enjoyable.

Maintaining Leadership in the Classroom

To establish gentle "teacher authority, take a central position in the room, be well-prepared and be brisk and firm without being harsh.

Observing and listening to students

Observe students continuously and listen to student comments and questions carefully.

Adjust your teaching style based on what you observe and hear from your students. Maintain eye contact with students.

Time Management

Define your objectives for each class and try to remain focused on them. Be flexible. Be able to reshape your lesson plan on the fly, to respond to the demands of different groups. Allow for time for questions on difficult topics/concepts. Build time for questions into your lesson plan. Prioritize your established tasks to ensure that you cover the most important concepts/subjects. Always keep an eye on the passage of time during class.

Time Constraints

If time is running short, there are a number of things you can do. Reduce interaction, go back and refocus on objectives, cut an exercise or activity short, conduct a rapid fire Q&A session to see how much information students already understand and then decide how to compress time or poll the class to get their impression of which information they need the most help.

Instructor Notes

Summary Sheet Provide IC's with a summary sheet as a review of the module.

Review Module highlights with IC's.



Summary Sheet

Summary
Sheet

Class Disrupters

There are four types of class disrupters: the strong extrovert (needs to say something), long winded (wants or needs more student involvement), an authority figure (wants to take it out on the instructor) and Gotcha! (wants to display superior knowledge to the instructor).

Respond to those students in ways which meet their needs and the instructor's, while keeping the class on target. If a student is truly persistent to the point of being obnoxious, then deal with them one-on-one in private to let them know your feelings and concerns.

Managing Student Behavior

You can communicate calm control and seriousness by your facial expressions, posture, maintaining eye contact and asking pre-directed questions.

Managing Discussions


To manage discussions recognize when a discussion is getting off track. Be sure NOT to criticize the discussion and keep time frames in mind.

It is important to listen to student comments and questions carefully. Adjust your teaching style based on what you observe and hear from your students.

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Module 2


Classroom Management



Slide 2-2

Purpose of the Module

- ▶ The purpose of this module is to learn techniques for classroom management and setup, to identify potential instructor challenges and discuss strategies for managing these issues.


Module 2 PW page 2-2 

Slide 2-3

Module Sections

This module will cover five topics:


- ▶ Classroom setup.
- ▶ Maintaining leadership in the classroom.
- ▶ Observing and listening to students.
- ▶ Time management and time constraints.
- ▶ Class disrupters and managing student behavior.

Module 2 PW page 2-2 

Slide 2-4

Module Objectives


- ▶ By the end of this Module, you should be able to:
 - Describe particular classroom set-ups.
 - Demonstrate how to prepare multimedia aids.
 - Explain how organization, behavior control, and communication can ensure effective classroom management.
 - Demonstrate how to observe and listen to students effectively.
 - Recognize when a discussion gets "off track" and identify how to refocus students on the task at hand.
 - Demonstrate effective responses to "challenging" students to meet their needs as well as your needs as the instructor.
 - Demonstrate appropriate strategies to keeping students on task.

Module 2 PW page 2-2 

Slide 2-5

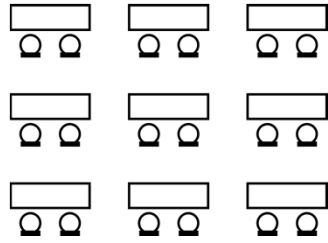
Preparing the Classroom


- ▶ Seating arrangements
- ▶ Table space
- ▶ Climate control
- ▶ Wall charts and other permanent displays
- ▶ Small, lightweight mobile displays
- ▶ Arranging whiteboard and other portable displays
- ▶ Instructor setup
- ▶ Projector/screen/TV and video monitor set up
- ▶ Student materials and handouts

Module 2 PW page 2-4 

Slide 2-6

Traditional Classroom




Module 2 PW page 2-5 

Slide 2-7

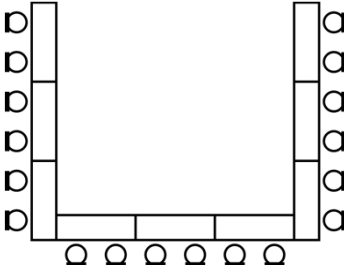
Traditional Classroom


- ▶ **Pros:**
 - Student's focus is instructor
 - Instructor able to guide instruction
 - Efficient setup
- ▶ **Cons:**
 - "Least favorable" way to facilitate learning
 - Makes students feel like they are in class
 - No space for collaboration

Module 2 PW page 2-5 

Slide 2-8

U-Shaped




Module 2 PW page 2-5 

Slide 2-9

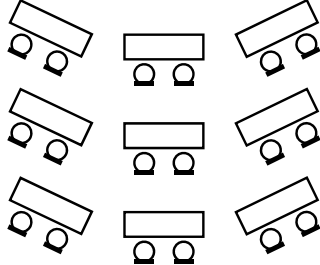
U-Shaped


- ▶ **Pros:**
 - Excellent for discussion
 - Instructor becomes incorporated with discussion
 - Allows for collaboration
 - Student's don't feel like they are in class
- ▶ **Cons:**
 - Difficult to enter and exit desks
 - Students get off task easily

Module 2 PW page 2-5 

Slide 2-10

Chevron




Module 2 PW page 2-5 

Slide 2-11

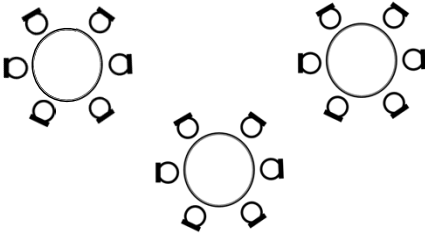
Chevron


- ▶ **Pros:**
 - Allows discussion among small groups
 - Creates a more enclosed type of feel
- ▶ **Cons:**
 - Less effective in terms of management
 - More room for distractions

Module 2 PW page 2-5 

Slide 2-12

Round Tables




Module 2 PW page 2-5 

Slide 2-13

Round Tables


- ▶ **Pros:**
 - Supports cooperative work
 - Can save floor space
 - Not easy to do with square or rectangle-shaped desks
- ▶ **Cons:**
 - Promotes off-task behavior
 - Distracting for many students
 - Some students backs will be turned to instructor

Module 2 PW page 2-5 

Slide 2-14

The Purpose of Visual Aids


- ▶ Attention focused on points being made.
- ▶ Helps to generate interest.
- ▶ Helps to arouse curiosity.
- ▶ Helps to increase understanding.
- ▶ Aids in the retention of information.

Module 2 PW page 2-6 

Slide 2-15

The Purpose of Visual Aids


- ▶ More favorable attitude toward learning.
- ▶ Makes learning more enjoyable and more interesting.
- ▶ May be used when more realistic displays are not available.
- ▶ Helps to show sequential steps in a process.

Module 2 PW page 2-6 

Slide 2-16

Well Designed Visual Aids

- ▶ Meet the objectives of the module being taught.
- ▶ Support the lesson plan.
- ▶ Aid in retention.
- ▶ Are up-to-date and accurate.
- ▶ Makes learning more enjoyable and interesting.
- ▶ Can be easily produced and reproduced.


Module 2 PW page 2-6 

Slide 2-17

Learning Activity

Activity #1: Graphics from Curriculum


Identify graphics from your assigned unit lesson plans and identify how they support the lesson.

Module 2 PW page 2-7 

Slide 2-18

Examples of Visual Aids

- ▶ Electronic slide presentations
- ▶ DVD (or other video format)
- ▶ Displays or props
- ▶ Handouts
- ▶ Apps such as Socrative, Kahoots or Plicker on cell phones
- ▶ Other new technology

Module 2 PW page 2-8 

Slide 2-19

Using Electronic Slide Presentations

- ▶ Avoid standing or walking in front of the screen.
- ▶ Always face the students.
- ▶ Avoid reading from the screen.
- ▶ Use a remote control device.
- ▶ Use a laser pointer to highlight items.
- ▶ Keep some room lights on.
- ▶ Turn the projector off when not in use or blank the screen.

Module 2 PW page 2-8 ANSTSE

Slide 2-20

Learning Activity

Activity #2: Micro Teaching Presentation Based on a DVD or Power Point Presentation

Select a driver education DVD or PowerPoint and identify 5 key points to integrate into a 5 minute presentation.

Module 2 PW page 2-9 ANSTSE

Slide 2-21

Mental Preparation

- ▶ Mentally prepare yourself for the teaching task.
- ▶ Practice your delivery.
- ▶ Seeing your own improvement will raise your self-confidence.
- ▶ Implement the feedback provided.

Module 2 PW page 2-10 ANSTSE

Slide 2-22

Dealing with Anxiety

- ▶ Anxiety is normal
- ▶ Physiological changes can occur
- ▶ Combat anxiety with preparation
- ▶ Combat anxiety with organization
- ▶ Practice your lesson prior to delivery to deal with anxiety

I am a great believer in luck and I find the harder I work the more I have it.
– Thomas Jefferson

Module 2 PW page 2-10 ANSTSE

Slide 2-23

Getting Ready the First Day

- ▶ The first day of the training:
 - Arrive early
 - Set up and test the equipment yourself
 - Arrange the room, if necessary
 - Learn where everything is
 - Distribute materials

Module 2 PW page 2-10 ANSTSE

Slide 2-24

What to Do Before the Class Begins

- ▶ Greet the students as they arrive
- ▶ Introduce yourself

Module 2 PW page 2-11 ANSTSE

Slide 2-25

What to Do When the Class Begins

- ▶ **Demonstrate a Positive Attitude**
 - Smile
 - Take a deep breath
 - If all else fails, act confident
 - Do not apologize
- ▶ **Get to Know Each Other**
 - Introduce yourself
 - Have students introduce themselves
 - Add an ice breaker, if appropriate

Module 2 ANSTSE

PW page 2-11

Slide 2-26

Setting the Ground Rules

- ▶ **Start on time**
- ▶ **Let the students know that you will:**
 - Start breaks on time
 - End breaks on time
 - End class on time

Module 2 ANSTSE

PW page 2-11

Slide 2-27

Setting the Ground Rules

- ▶ **Creature comforts (i.e. restrooms, vending machine)**
- ▶ **How to ask questions**
- ▶ **Emergency procedures**
- ▶ **Classroom courtesies**
 - Distractions
 - Phones
 - Punctuality
 - Respect for others

Module 2 ANSTSE

PW page 2-11

Slide 2-28

Learning Activity

Activity #3: Preparing the Classroom and Visual Aids

Complete the activity in your Participant Workbook.

Module 2 ANSTSE

PW page 2-12

Slide 2-29

Maintaining Leadership in the Classroom

- ▶ **Take up a central position in the room**
- ▶ **Be well-prepared**
- ▶ **Be brisk and firm without being harsh**
- ▶ **Frequently scan the classroom**
- ▶ **Resist distracting questions**
- ▶ **Convey clear expectations**
- ▶ **Give clear indications of the learning task**
- ▶ **Make and hold eye contact with individuals**

Module 2 ANSTSE

PW page 2-13

Slide 2-30

How to Stay in Control

- ▶ **Cover the correct topics.**
- ▶ **Make sure conduct proper activities**
- ▶ **Maintain the schedule.**


Module 2 ANSTSE

PW page 2-13

Slide 2-31

How to Stay in Control


- ▶ You lose control when you permit distractions or digress from the scheduled topics and activities.
- ▶ Establishing effective leadership takes practice.

Module 2 PW page 2-13 

Slide 2-32

Observing and Listening to Students


- ▶ Observe continuously.
- ▶ Listen carefully.
- ▶ Adjust your teaching style.

Module 2 PW page 2-14 

Slide 2-33

Challenges to Observing and Listening to Students


- ▶ Must listen carefully to students' questions and comments.
- ▶ It can be challenging to observe all students all the time.
- ▶ Must maintain eye contact with all students.

Module 2 PW page 2-14 

Slide 2-34

Managing Your Time in the Classroom


- ▶ Define and focus on your objectives for each lesson.
- ▶ Recognize when you should let the students interact.
- ▶ Be flexible.
- ▶ Allow for time for questions on difficult topics/concepts.
- ▶ Estimate the time each task will take and manage your time.

Module 2 PW page 2-15 

Slide 2-35

Managing Your Time in the Classroom


- ▶ Prioritize your established tasks to cover the most important concepts/subjects.
- ▶ Be aware of hidden time demands.
- ▶ Assess the success of the lesson plan after each class and adapt for the next lesson or class.

Module 2 PW page 2-15 

Slide 2-36

Short of Time

- ▶ Reduce interaction.
- ▶ Go back and refocus on objectives.
- ▶ Conduct a rapid fire Q&A session.
- ▶ Note in your lesson plans where you left off.
- ▶ Cut an exercise or activity short only as a last resort.

Module 2 PW page 2-16 

Slide 2-37

Learning Activity

Activity #4: Short on Time

Complete activity in your Participant Workbook.

Module 2

PW page 2-17

ANSTSE

Slide 2-38

Types of Digressions and Disrupters

- ▶ Questions or comments unrelated to the topics.
- ▶ Individuals who attempt to dominate all discussions.
- ▶ Students who talk to one another in class.
- ▶ Students who are using an electronic device.

Module 2

PW page 2-18

ANSTSE

Slide 2-39

Types of Digressions and Disrupters

- ▶ Strong extrovert
- ▶ Long-winded
- ▶ An authority figure
- ▶ Gotcha!

Module 2

PW page 2-18

ANSTSE

Slide 2-40

What to Do About Class Disrupters

- ▶ DO NOT stop the flow of teaching to deal in depth with them.
- ▶ If a student is truly persistent, then deal with them one-on-one.
- ▶ Sarcasm and witty or caustic "put-downs" worsen the situation.

Module 2

PW page 2-19

ANSTSE

Slide 2-41

What to Do About Class Disrupters

- ▶ If topics covered later:
 - indicate that the issue will be discussed fully at the right time.
- ▶ If topics not covered during class:
 - time does not permit addressing the issue in class; but offer instead to discuss it during a break.

Module 2

ANSTSE

Slide 2-42

What to Do About Class Disrupters

- ▶ If a student not letting others respond:
 - Offer a compliment for their knowledge, but ask them to let another student respond.
 - Use "direct questions" to involve other students.
- ▶ If a student is using an electronic device ask them to turn it off and put it away.

Module 2


PW page 2-19

ANSTSE

Slide 2-43

Dealing With Students Who Talk In Class

- ▶ Position yourself near the student(s) to draw attention to them without interrupting the class or directly pointing them out.
- ▶ Direct a question, to the principal offender.
- ▶ As a last resort ask students to cease their conversation.
- ▶ If all else fails, approach the students individually during the next break.


Module 2 PW page 2-20 

Slide 2-44

How to Manage Student Behavior

Communicate calm control and seriousness by:


- ▶ Eye contact
- ▶ Facial expressions
- ▶ Physical proximity to your students
- ▶ Posture
- ▶ Pre-directed questions
- ▶ Private consultation
- ▶ Give student added responsibility or task

Module 2 PW page 2-21 

Slide 2-45

How to Manage Discussions


- ▶ Recognize when a discussion is getting off track
- ▶ Offer feedback where appropriate
- ▶ Recognize and restate the main issue(s)
- ▶ Be sure NOT to criticize the discussion
- ▶ Keep the class on track
- ▶ Recognize the importance of resolving any remaining issues
- ▶ Keep time frames in mind

Module 2 PW page 2-21 

Slide 2-46

Module Summary


- ▶ With the conclusion of this Module, you should be able to:
 - Describe particular classroom set-ups.
 - Demonstrate how to prepare multimedia aids.
 - Explain how organization, behavior control, and communication can ensure effective classroom management.
 - Demonstrate how to observe and listen to students effectively.

Module 2 PW page 2-22 

Slide 2-47

Module Summary

- Recognize when a discussion gets “off track” and identify how to refocus students on the task at hand.
- Demonstrate effective responses to “challenging” students to meet their needs as well as your needs as the instructor.
- Demonstrate appropriate strategies to keeping students on task.


Module 2 PW page 2-22 

Slide 2-48

Learning Activity

Module Review Activity: Key Words Matchup


Complete the Activity in the Participant Workbook.

Module 2 PW page 2-23 

Slide 2-49


Questions and Answers


- ▶ Give some examples of preparing the classroom.
- ▶ Why should we preview audio-visuals?
- ▶ How can you maintain leadership in the classroom?
- ▶ How can you manage your time in the classroom?
- ▶ How can you manage class disrupters?

Module 2 

Slide 2-50

Questions?



Module 2 

Part II Module 2 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either fill in or select the best answer from the questions below.

1. Which is true of a traditional classroom seating arrangement?
 - a. Considered the most favorable way to facilitate learning.
 - b. Student's don't feel like they are in class
 - c. Student's focus is on the teacher and not the surroundings.

2. What is a component of a well-designed visual aid?
 - a. Aids in retention of the information.
 - b. Are not easily reproduced.
 - c. Makes learning less enjoyable.

3. Which of the following examples best describes why to use visual-aids?
 - a. Helps to give the instructor a break from teaching.
 - b. Helps to lengthen instructional time.
 - c. Helps to show sequential steps in a process.

4. How can you establish leadership in the classroom?
 - a. Ask questions about topics that are relatable (sports, TV).
 - b. Be firm and harsh with the students.
 - c. Take up a central position in the room.

5. Which of the following describes the first step in dealing with students who talk during class?
 - a. Approach the students individually during the next break.
 - b. Direct a question, unobtrusively, to the principle offender.
 - c. Tell the distracting students to cease their conversation.

6. What can you do about someone who is disrupting the class?
 - a. Discuss the issue at a later time.
 - b. Stop and deal in depth with it.
 - c. Act sarcastic towards the disrupter.

7. What can the instructor do to maintain control in the classroom?

8. Why is it important to observe and listen to students?

9. What 3 things can you do to manage your time in the classroom?

a.

b.

c.

10. What 2 things can you do if time is running short?

a.

b.

Module 3

**Student Assessment and
Evaluation**

Instructor Notes

Activities

Activity #1: Assess Student's Knowledge

Utilizing the state's driver education curriculum, have IC's take the test for the unit they are assigned, grade their quiz and discuss why questions were missed.

Activity #2 Good Test Questions

Have IC's choose the best T/F question and the best multiple choice question from the assigned section in the driver education curriculum and explain what makes it a good question.

Activity #3 Grading Tests and Assessing Students

Distribute to the IC's a short quiz which has been taken by students to grade and make an assessment of what topics had misinformation and how to help students understand the issues.

Activity #4 Determining if a Student is Ready to Move On

The IC's will make a determination from the short quiz assessed in Activity #3, to determine if the students are ready to move onto the next lesson.

Optional Activity

Have the IC's observe a driver education class being taught to observe assessment strategies.

Activity #5: Driver Education Topics Portfolio

Have IC's develop their own portfolio related to the assessment of driver education topics that are part of a Driver Education curriculum within the state where they will be teaching.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

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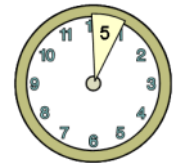
Instructor Notes

Discuss

Module Overview

Show

Slides 3-1 through 3-4



Section Time

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC will be evaluated
8. Length of Module
9. How the Module will benefit the IC in the real world

Note:

Remind IC's to stop you if they have any questions.

Key Words: Write the following key words on the board. Explain that they will be defined as you proceed through the Module.

Ongoing (Formative) assessment	End of Unit or Course (Summative) assessment	Self-assessment
Observation	Portfolio	Feedback

Note:

Remind IC's to raise a hand if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module, we discussed Classroom Management.
2. This module is titled “Student Assessment and Evaluation.”
3. The purpose of this module is to identify how to assess the student in the classroom, determine if a student is ready to move on and learn ongoing (formative) and end of unit or course (summative) assessment strategies.
4. This module will cover two topics:
 - Preparing for student assessment and evaluation
 - How to assess the student in the classroom
5. By the end of this module, you will be able to:
 - Describe how to assess the student in the classroom.
 - Identify how to determine if a student is ready to move on.
 - Utilize ongoing (formative) and end of unit or course (summative) assessment strategies.
6. During the module, you will be required to participate in group discussion and activities lead by the instructor.
7. During the module, you will be evaluated through questions and answers. There will be a 10 point quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 1 hour 20 minutes.
9. This module will help you to effectively assess and evaluate students in the driver education classroom setting.

Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Ongoing (Formative) assessment	End of Unit or Course (Summative) assessment	Self-assessment
Observation	Portfolio	Feedback

Instructor Notes

Introduce **Section 1: Preparing for Student Assessment and Evaluation**



Section Time

Discuss **How to develop and implement a plan for the assessment of student progress.**

Show **Slide 3-5**

Note Utilize available technology as an assessment and evaluation tool.

Activity **Activity #1: Assess Student's Knowledge**

Show **Slide 3-6**

Have instructor candidates A) Look in the curriculum for the test in the section you are responsible for teaching. B) Take the test C) Grade your own quiz D) Presenter-led discussion on the why questions were missed.

Section 1: Preparing for Student Assessment and Evaluation

Introduction Section 1 will cover how to develop and implement a plan for the assessment of student progress and how to develop evaluation tools to measure achievements and performance.

Developing and implementing a plan for the assessment of student progress In order to most appropriately guide the learning of students, the instructor should select, design, or develop evaluative tools which measure the behavior sought in the specified performance objectives for each learning experience and determine if the activities performed by the instructor facilitated student achievement. (The student should also have the opportunity to experience the change in behavior.)

The instructor should:

- Utilize appropriate standards for student achievement.
 - Devise means of determining student values.
 - Provide for the student's self-assessment of progress in class, home and laboratory assignments with ongoing (formative) and end of unit or course (summative) measures.
 - Differentiate between students who have achieved entry-level skills to qualify to start behind-the-wheel instruction and those who have not.
-

Activity **Activity #1: Assess Student's Knowledge**

- A) Look in the curriculum for the test in the section you are responsible for teaching; B) Take the test; C) Grade your own quiz; D) Presenter-led discussion on the why questions were missed.

Instructor Notes

Discuss **How to develop evaluation tools to measure achievements and performance.**

Show **Slide 3-7**

Section 1: Preparing for Student Assessment and Evaluation

Developing evaluation tools to measure achievements and performance

To develop evaluation tools to measure achievements and performance in various phases of a driver education program the instructor should:

- Formulate a plan of grading and the performance orientation of driver education.
- Utilize evaluation instruments for effectively assessing student performance including checklists, rating scales, and other performance measures.

Instructor Notes

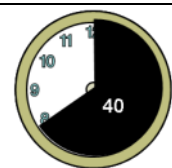
Activity **Activity #2 Good Test Questions**

Slide 3-8

Show

Have instructor candidates choose the best T/F question and the best multiple-choice question from the assigned section in the driver education curriculum and explain what makes it a good question.

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Section 1: Preparing for Student Assessment and Evaluation

Activity

Activity #2 Good Test Questions

Choose the best T/F question and the best multiple-choice question from the assigned section in the driver education curriculum and explain what makes it a good question.

Section 1
Summary

This section covered how to develop and implement a plan for the assessment of student progress and how to develop evaluation tools to measure achievements and performance.

Instructor Notes

Introduce

Section 2: How to Assess the Student in the Classroom



Section Time

Discuss

Identifying student shortcomings and determining actions to alleviate the problem.

Show

Slide 3-9

Discuss

How to determine if a student is ready to move on.

Show

Slide 3-10

Section 2: How to Assess the Student in the Classroom

Introduction Section 2 will cover how to assess the student in the classroom by identifying student shortcomings, determining actions to alleviate the problem, determining if a student is ready to move on, evaluating students to determine comprehension and using ongoing (formative) and end of unit or course (summative) assessment strategies.

Identifying student shortcomings and determining actions to alleviate the problem The instructor should identify student shortcomings and determine actions to alleviate the problem. The instructor should:

- Use results of student performance, i.e. prescribing instruction for individual.
- Develop means of assessing individual contributions or learning which results from small group work.
- Reassign students into cooperative learning groups.
- Monitor student progress to provide constructive feedback.
- Develop an effective means of communicating between parent, teen and instructor.

How to determine if a student is ready to move on

- Use a variety of data (assessment scores, classroom performance, etc.) to identify what each student is ready to work on and plan instruction accordingly, modifying content or activities as needed.
- Use daily informal ongoing (formative) assessment strategies to monitor student progress and verify that students are demonstrating a gain in understanding of the skills and concepts.
- For example:
 - Grade worksheets or in-class activities as you go by circulating around the classroom checking answers on students' work and provide assistance for those that are incorrect.

Instructor Notes

Activity **Activity #3 Grading Tests and Assessing Students**

Show **Slide 3-11**

The instructor candidates will each be given short quiz which has been taken by students. The instructor candidates will grade the tests and then make an assessment of what topics or subtopics that had misinformation. From the identification of topics or subtopics, the instructor candidates will describe actions for helping the students understand the issues/problems.

Note: Have examples of completed short quizzes to distribute to the instructor candidates to assess.

Activity **Activity #4 Determining if a Student is Ready to Move On**

Show **Slide 3-12**

The instructor candidates will make a determination from the short quiz assessed in Activity #3, to determine if the students are ready to move onto the next lesson. In most cases, 80% or higher is an acceptable level of obtainment.

Section 2: How to Assess the Student in the Classroom

Activity

Activity #3 Grading Tests and Assessing Students

Your instructor will handout a short quiz, which has been taken by students. You will grade the tests and then make an assessment of what topics or subtopics that had misinformation. From the identification of topics or subtopics, you will describe actions for helping the students understand the issues/problems.

Activity

Activity #4 Determining if a Student is Ready to Move On

You will make a determination from the short quiz assessed in Activity #3, to determine if the students are ready to move onto the next lesson. In most cases, 80% or higher is an acceptable level of obtainment.

Instructor Notes

Discuss **Ongoing (formative) assessment strategies.**

Show **Slide 3-13**

Optional Activity **Observe a Driver Education Class**

If possible, the instructor candidates should observe a driver education class being taught. Many formative assessment strategies address the instructor's information needs, the instructor candidates should answer the following questions critical to good instruction:

- Who is and is not understanding the lesson?
- What are this student's strengths and needs?
- What misconceptions do I need to address?
- What feedback should I give students?
- What adjustments should I make to instruction?
- How should I group students?
- What differentiation do I need to prepare?

Section 2: How to Assess the Student in the Classroom

Ongoing
(formative)
assessment
strategies

Ongoing (Formative) Assessments:

- The goal is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, ongoing assessments:
 - help students identify their strengths and weaknesses and target areas that need work
 - help faculty recognize where students are struggling and address problems immediately
- Are utilized to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context.
- Are low-stakes assessments for students and instructors.
- Provide immediate feedback to both the instructor and student regarding the learning process.
- Are considered part of the learning; they need not be graded as summative assessments (end-of-unit exams or quarterlies) rather; they serve as practice for students. They check for understanding along the way and guide instructor decision making about future instruction; they also provide feedback to students so they can improve their performance.

Instructor Notes

Discuss **Common procedures of Ongoing (formative) assessments.**

Show **Slide 3-14**

Section 2: How to Assess the Student in the Classroom

Common procedures of ongoing (formative) assessments

Common procedures of ongoing assessments include:

- **Feedback** – An instructor provides oral or written feedback to student discussion or work. For example: a instructor responds orally to a question asked in class, provides a written comment in a response or provides feedback on student work.
- **Self-assessment** – Students reflect on and monitor their progress in relation to predetermined academic and behavioral goals.
- **Observation** – An instructor observes and records a student's level of engagement, academic and/or affective behavior, develops a plan of action to support that student, implements the plan and continues to record observations to determine its effectiveness.
- **Portfolios** – A growth portfolio can be used to create a record of student growth in a number of areas.

Instructor Notes

Discuss **End of unit or course (summative) assessment strategies.**

Show **Slides 3-15 through 3-16**

Section 2: How to Assess the Student in the Classroom

End of unit or course (summative) assessment strategies

End of Unit or Course (Summative)Assessments

The goal is to evaluate student learning at the end of an instructional unit or course by comparing it against some standard or benchmark. Often high stakes, meaning they have a high point value.

- Cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met.
- Include a clear alignment between assessment, curriculum, and instruction, as well as the use of assessments that are both valid and reliable.

Common procedures of summative assessment include:

- **End of unit tests or projects** – When assessments reflect the stated learning objectives, a well-designed end of unit test provides instructors with information about individual students (identifying any student who failed to meet objectives), as well as provides an overall indication of classroom instruction.
- **Course grades** – If end of course grades are based on specified criteria, course grades provide information on how well a student has met the overall expectations for a particular course.
- **Portfolios** – When used as part of an evaluation of student learning, portfolios provide evidence to support attainment of stated learning objectives.

The outcome of a summative assessment can be used formatively, however, when students or instructors take the results and use them to guide their efforts and activities in subsequent courses.

Instructor Notes

Activity **Activity #5: Driver Education Topics Portfolio**

Show **Slide 3-17**

Each instructor candidate must develop their own portfolio related to the assessment of driver education topics that are part of a Driver Education curriculum within the state where they will be teaching.

The instructor candidate should consider developing some other types of summative assessment tools:

- Examinations (major, high-stakes exams)
- Final examination (a truly summative assessment)
- Term papers (drafts submitted throughout the semester would be a formative assessment)
- Projects (project phases submitted at various completion points could be formatively assessed)
- Performances
- Student evaluation of the course (teaching effectiveness)
- Instructor self-evaluation

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 2: How to Assess the Student in the Classroom

Activity

Activity #5: Driver Education Topics Portfolio

You will develop your own portfolio related to the assessment of driver education topics that are part of a Driver Education curriculum within the state where you will be teaching.

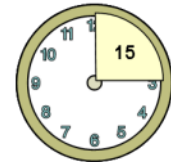
Consider developing some other types of summative assessment tools:

- Examinations (major, high-stakes exams)
- Final examination (a truly summative assessment)
- Term papers (drafts submitted throughout the semester would be a formative assessment)
- Projects (project phases submitted at various completion points could be formatively assessed)
- Performances
- Student evaluation of the course (teaching effectiveness)
- Instructor self-evaluation

Section 2 Summary

This section covered how to assess the student in the classroom by identifying student shortcomings, determining actions to alleviate the problem, determining if a student is ready to move on, evaluating students to determine comprehension and using formative and summative assessment strategies.

Instructor Notes



Section Time

Module Summary Summarize the purpose of the module “Student Assessment and Evaluation”

Summarize The module objectives.

Summarize The information presented in the module.

Show **Slides 3-18 through 3-21**

Key Words The following “Key Words” were introduced in this module.

Ongoing (Formative) assessment	End of Unit or Course (Summative) assessment	Self-assessment
Observation	Portfolio	Feedback

Activity Conduct Module Review Activity: Key Words Matchup.

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.

1. What can you do to prepare for student assessment and evaluation?
2. What strategies can you use to assess the student in the classroom?
3. What is the difference between formative and summative evaluation?

Quiz Administer quiz on Module 3.

Review Score and review quiz with students. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will cover Coordination between Classroom and Behind-the-Wheel Instruction.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to identify how to assess the student in the classroom, determine if a student is ready to move on and learn ongoing (formative) and end of unit or course (summative) assessment strategies.

By the end of this module, you should be able to:

- Describe how to assess the student in the classroom.
- Identify how to determine if a student is ready to move on.
- Utilize ongoing (formative) and end of unit or course (summative).

The information that was presented in this module is essential to effectively assess and evaluate students in the driver education classroom setting.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Ongoing (Formative) assessment	End of Unit or Course (Summative) assessment	Self-assessment
Observation	Portfolio	Feedback

Instructor Notes

Module Review Activity

Key Words Matchup

Have instructor candidates write in the letter of the associated key word.

After instructor candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

1. D
2. A
3. E
4. B
5. C
6. F

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Ongoing (Formative) assessment	B. End of unit or course (Summative) assessment	C. Self-assessment
D. Observation	E. Portfolio	F. Feedback

1. _____ An instructor witnesses and records a student's level of engagement, academic and/or affective behavior,
2. _____ Are utilized to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context.
3. _____ When used as part of an evaluation of student learning this provides evidence to support attainment of stated learning objectives.
4. _____ Used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met.
5. _____ Students reflect on and monitor their progress in relation to predetermined academic and behavioral goals.
6. _____ When an instructor provides oral or written comments and responses to student discussion or work.

Instructor Notes

Summary Sheet Provide instructor candidates with a summary sheet as a review of the module.

Review Module highlights with instructor candidates.



Elapsed Time

Summary Sheet

Summary
Sheet

Developing and implementing a plan for the assessment of student progress

Select, design, or develop evaluative devices which measure the behavior sought in the specified performance objectives for each learning experience and determine if the activities performed by the instructor facilitated student achievement.

Formulate a plan of grading consistent with school policy, if appropriate, and the performance orientation of driver education.

Construct evaluation instruments for effectively assessing student performance including checklists, rating scales, and other performance measures.

Identifying student shortcomings and determining actions to alleviate the problem

Use results of student performance, develop means of assessing individual contributions or learning which results from small group work, reassign students into homogenous groups when appropriate, monitor student progress to provide constructive feedback, conduct instructor-student-parent conferences.

Ongoing (Formative) Assessments vs. End of Unit or Course (Summative) Assessments


Ongoing (Formative) assessments are utilized to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context. Common procedures of formative assessment include feedback, self-assessment, observation and portfolios.

End of Unit or Course (Summative) assessments measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark. Common procedures of summative assessment include end of unit tests or projects, course grades and portfolios.

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Module 3

Student Assessment and Evaluation




Slide 3-2

Purpose of the Module

- ▶ The purpose of this module is to identify how to assess the student in the classroom, determine if a student is ready to move on and learn ongoing (formative) and end of unit or course (summative) assessment strategies.

Module 3

PW page 3-2



Slide 3-3


Module Sections

This module will cover two topics:

- ▶ Preparing for student assessment and evaluation
- ▶ How to assess the student in the classroom

Module 3

PW page 3-2




Slide 3-4

Module Objectives

- ▶ By the end of this Module, you should be able to:
 - Describe how to assess the student in the classroom.
 - Identify how to determine if a student is ready to move on.
 - Utilize ongoing (formative) and end of unit or course (summative) assessment strategies.

Module 3

PW page 3-2




Slide 3-5

Developing and Implementing a Plan for the Assessment of Student Progress

- ▶ The instructor should:
 - Utilize appropriate standards for student achievement.
 - Devise means of determining student values.
 - Provide for the student's self-assessment of progress.
 - Differentiate between students ready for BTW and those who are not.

Module 3

PW page 3-3



Slide 3-6


Learning Activity

Activity #1: Assess Student's Knowledge

Utilizing the state's driver education curriculum, take and grade the test for your assigned section.

Module 3

PW page 3-3



Slide 3-7

Developing Evaluation Tools to Measure Achievements and Performance

- ▶ The instructor should:
 - Formulate a plan of grading.
 - Utilize evaluation instruments.



Module 3 PW page 3-4 ANSTSE

Slide 3-8

Learning Activity

Activity #2: Good Test Questions

Find the best T/F question and the best Multiple choice question from your assigned section and explain why it is a good question.

Module 3 PW page 3-5 ANSTSE

Slide 3-9

Identifying Student Shortcomings

- ▶ The instructor should:
 - Use results of student performance.
 - Develop means of assessing individual contributions from small group work.
 - Reassign students into cooperative learning groups.
 - Monitor student progress.
 - Develop an effective means of communicating.

Module 3 PW page 3-6 ANSTSE

Slide 3-10

How to Determine if a Student is Ready to Move On

- ▶ Use a variety of data.
- ▶ Use daily informal formative assessment strategies to monitor student progress.

Module 3 PW page 3-6 ANSTSE

Slide 3-11

Learning Activity

Activity #3: Grading Tests and Assessing Students

Practice grading a short quiz and make an assessment of what topics had misinformation. Describe actions for helping the students understand the issues/problems.

Module 3 PW page 3-7 ANSTSE

Slide 3-12

Learning Activity

Activity #4: Determining if a Student is Ready to Move On


Determine, based on the short quiz assessed in Activity #3, if the students are ready to move onto the next lesson.

Module 3 PW page 3-7 ANSTSE

Slide 3-13

Ongoing (Formative) Assessments


- ▶ Monitor student learning to improve teaching and improve learning.
- ▶ Identify strengths and weaknesses of the student.
- ▶ Utilized to gather feedback to guide improvements.
- ▶ Low- stake assessments for students and instructors.
- ▶ Provide immediate feedback.
- ▶ Considered part of the learning, not graded.
- ▶ Serve as practice for students.
- ▶ Check for understanding along the way.

Module 3 PW page 3-8 

Slide 3-14

Procedures of Ongoing (Formative) Assessments


- ▶ **Feedback**
- ▶ **Self-assessment**
- ▶ **Observation**
- ▶ **Portfolios**

Module 3 PW page 3-9 

Slide 3-15

End of Unit or Course (Summative) Assessments


- ▶ Evaluate student learning at the end of an instructional unit or course by comparing it against some standard or benchmark.
- ▶ Often high stakes with a high point value.
- ▶ Cumulative evaluations to determine whether long term learning goals have been met.
- ▶ Include a clear alignment between assessment, curriculum, and instruction.

Module 3 PW page 3-10 

Slide 3-16

Procedures of End of Unit or Course (Summative) Assessments

- ▶ **End of unit tests or projects**
- ▶ **Course grades**
- ▶ **Portfolios**


Module 3 PW page 3-10 

Slide 3-17

Learning Activity

Activity #5: Driver Education Topics Portfolio


Develop a portfolio related to driver education topics that are part of a driver education curriculum within the state you will be teaching.

Module 3 PW page 3-11 

Slide 3-18

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe how to assess the student in the classroom.
 - Identify how to determine if a student is ready to move on.
 - Utilize ongoing (formative) and end of unit or course (summative) assessment strategies.

Module 3 PW page 3-12 

Slide 3-19

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 3 PW page 3-13 ANSTSE

Slide 3-20

Questions and Answers

- ▶ What can you do to prepare for student assessment and evaluation?
- ▶ What strategies can you use to assess the student in the classroom?
- ▶ What is the difference between formative and summative evaluation?

Module 3 ANSTSE

Slide 3-21

Questions?

?

Module 3 ANSTSE

Part II Module 3 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either fill in or select the best answer from the questions below.

1. In order to most appropriately guide the learning of students, the instructor should:
 - a. Formulate a plan of grading and give exams often.
 - b. Select, design, or develop evaluation tools.
 - c. Provide an answer sheet for all exams and quizzes.
2. What can an instructor use to determine if a student is ready to move on?
 - a. Ongoing (formative) Assessments
 - b. Exams and Quizzes
 - c. End of unit or course (summative) Assessments
3. Which statement best defines an ongoing (formative) assessment?
 - a. Graded assessments that test a student's knowledge of the classroom and in-vehicle assignments as they proceed through the course.
 - b. Assessments that are not graded and reflect the student's understanding of the classroom rules and the ability to follow instructions.
 - c. Assessments used to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context.
4. How should the instructor identify student shortcomings and determine actions to alleviate the problem?
 - a. Have students who have not demonstrated a gain in understanding work on their own to avoid them inhibiting the progress of others.
 - b. Develop means of assessing individual contributions or learning which results from small group work.
 - c. Always allow students to communicate on their own with their parents to assure the student trusts the instructor.
5. What is an example of an evaluation instrument for effectively assessing student performance?
 - a. Checklists
 - b. PowerPoint Presentations
 - c. Videos
6. During the common procedures of an end of unit or course (summative) assessment, what can a portfolio be used for?
 - a. Provide evidence to support attainment of stated learning objectives.
 - b. To create a record of student growth in a number of areas.
 - c. To specifically show only the student's grades for each exam and quiz.

7. What data can be used to identify what each student is ready to work on?
 - a. Classroom performance and assessment scores
 - b. The progress of the other students they associate with
 - c. The student's first assessment and first exam score

8. List 2 common procedures of ongoing (formative) assessments.
 - a.
 - b.

9. List 2 common procedures of end of unit or course (summative) assessments.
 - a.
 - b.

10. What are the two things an instructor should do in order to develop evaluation tools to measure achievements and performance in various phases of a driver education program?
 - a.
 - b.

Module 4

Coordination Between Classroom and Behind-the-Wheel Instruction

Instructor Notes

Activities

Activity #1: Create a Wall Chart

Divide the IC's into two teams: BTW or classroom. Divide a white board and use different color marker for each team. Each team brainstorms and lists concepts or objectives that are taught under either the BTW or Classroom portion of Driver Education. After teams complete, have them switch and review the other team's responses.

Activity #2: Discussion on Tools to Connect Instructors of Different Phases

Discuss what are the tools instructors need to connect with each other for the different phases of the course and how to use them to communicate with other instructors, parents, and teens.

Activity #3: Common Vocabulary

IC's will participate in a class discussion regarding the need for a common vocabulary and share a concept from the classroom that needs to be shared during the in-vehicle lesson.

Activity #4 Curriculum Flow Chart

IC's will review a curriculum flow chart and identify the flow of concepts through the driver education program.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

Module Overview	4-2
Section 1: Coordinating and Communicating with the Behind-The-Wheel Instructor	4-4
Activity #1: Create a Wall Chart	4-5
Activity #2: Discussion on Tools to Connect Instructors of Different Phases	4-5
Section 2: Transitioning and Relating Behind-the-Wheel Instruction to Classroom Content	4-6
Activity #3: Common Vocabulary	4-7
Activity #4: Curriculum Flow Chart	4-7
Module Summary	4-8
Module Review Activity: Key Word Matchup	4-9
Summary Sheet	4-10

Instructor Notes

Discuss

Module Overview

Show

Slides 4-1 through 4-5

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives



Section Time

Module Overview

Module Overview

1. Prior to this module, we discussed Student Assessment and Evaluation.
2. This module is titled “Coordination Between Classroom and Behind-the-Wheel Instruction.”
3. The purpose of this module is to identify how to integrate classroom and behind-the-wheel instruction through communication and coordination.
4. This module will cover two topics:
 - Coordinating and communicating with the behind-the-wheel instructor.
 - Transitioning and relating classroom content to behind-the-wheel instruction.
5. By the end of this module, you will be able to:
 - Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
 - Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon an approved teen driver education curriculum.
 - Describe the educational benefit of a concurrent and integrated driver education program.
 - Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
 - Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

Instructor Notes

Discuss **Module Overview – continued**

- 6. Activities to be performed
- 7. How the IC's will be evaluated
- 8. Length of Module
- 9. How the Module will benefit the IC in the real world

Note: Remind IC's to stop you if they have any questions.

Key Words: Write the following key words on the board. Explain that they will be defined as you proceed through the Module.

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Note: Remind ICs to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview

6. During the module, you will be required to participate in group discussion and activities lead by the instructor.
7. During the module, you will be evaluated through questions and answers. There will be a 10-point quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 90 minutes.
9. This module will help you to integrate the driver education classroom and behind-the-wheel courses.

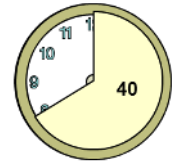
Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Instructor Notes

Introduce **Section 1: Coordinating and Communicating with the Behind-The-Wheel Instructor**



Section Time

Discuss **How to coordinate lessons with the behind-the-wheel instructors.**

Show **Slide 4-6**

Discuss **Methods of communicating with the behind-the-wheel instructors.**

Show **Slide 4-7**

Handout Graphic illustrating classroom instructor coordinating with behind-the-wheel instructor found in Supplemental Information section.

Section 1: Coordinating and Communicating with the Behind-The-Wheel Instructor

Introduction Section 1 will cover how to coordinate lessons and communicate with the behind-the-wheel instructor.

Coordinating lessons with the behind-the-wheel instructors The classroom instructor should coordinate behind-the-wheel lessons with the behind-the-wheel instructors.

Classroom, behind-the-wheel, observation time and laboratory instruction should be concurrent, no break between phases and integrated, meaning scheduled to include an alternating mix of instruction (classroom sessions and behind-the-wheel sessions) throughout the duration of the course.

Methods of communicating with the behind-the-wheel instructors It is important for the classroom and behind-the-wheel instructors to communicate. Communication can occur through:

- Planned meetings
- Student driving records
- Classroom instructor participate in BTW observations (ride along, be aware of all BTW routes and the order skills are taught)
- BTW instructor participate in classroom observations (sit in on classroom, be aware of all classroom lessons and the order material is taught)

Instructor Notes

Activity **Activity #1: Create a Wall Chart**

Show **Slide 4-8**

Divide the instructor candidates into two teams: BTW or classroom. Divide a white board and use different color marker for each team. Each team brainstorms and lists concepts or objectives that are taught under either the BTW or Classroom portion of Driver Education. After teams complete, have them switch and review the other team's responses.

Activity **Activity #2: Discussion on Tools to Connect Instructors of Different Phases**

Show **Slide 4-9**

Discuss what are the tools instructors need to connect with each other for the different phases of the course and how to use them to communicate with other instructors, parents, and teens?

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: Coordinating and Communicating with the Behind-The-Wheel Instructor

Activity

Activity #1: Create a Wall Chart

You will be divided into two teams: BTW or classroom. The white board will be divided and each team will use a different color marker. Each team brainstorms and lists concepts or objectives that are taught under either the BTW or Classroom portion of Driver Education. After teams complete, switch and review the other team's responses.

Activity

Activity #2: Discussion on Tools to Connect Instructors of Different Phases

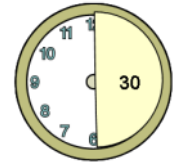
Your instructor will lead a discussion on what are the tools instructors need to connect with each other for the different phases of the course and how to use them to communicate with other instructors, parents, and teens?

Section 1
Summary

This section covered how to coordinate lessons and communicate with the behind-the-wheel instructor.

Instructor Notes

Introduce **Section 2: Transitioning and Relating Behind-the-Wheel Instruction to Classroom Content**



Section Time

Discuss **How to transition and relate behind-the-wheel instruction to classroom content.**

Show **Slides 4-10 through 4-12**

Discuss transitioning and relating behind-the-wheel instruction to classroom content. Why is it important to connect the classroom with the in-vehicle lesson and develop a concurrent and integrated program?

Section 2: Transitioning and Relating Behind-the-Wheel Instruction to Classroom Content

Introduction Section 2 will cover how to transition and relate behind-the-wheel instruction to classroom content.

Transitioning and relating behind-the-wheel lesson to classroom content Classroom Instructors and BTW Instructors will create, maintain, and use a list of questions specific to each BTW lesson. Similar questions will be used in class discussions, BTW lessons, and observer activities.

Questions will pertain to:

- classroom content
- key words
- text book content
- videos
- state driving manual

Instructor Notes

Activity **Activity #3: Common Vocabulary**

Show **Slide 4-13**

The instructor candidates will participate in a class discussion regarding the need for a common vocabulary. Each instructor candidate will share a concept from the classroom that needs to be shared during the in-vehicle lesson. Examples include using the space management system, steering technique, transition pegs, reference points, stopping distances, etc.

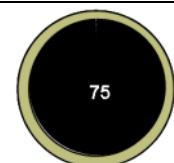
Activity **Activity #4 Curriculum Flow Chart**

Show **Slides 4-14 through 4-15**

Instructor candidates will review a curriculum flow chart and identify the flow of concepts through the driver education program.

Handout Flow Chart of classroom and BTW comparison in Supplemental Information section.

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 2: Transitioning and Relating Behind-the-Wheel Instruction to Classroom Content

Activity

Activity #3: Common Vocabulary

Your instructor will lead a class discussion regarding the need for a common vocabulary. Each instructor candidate will share a concept from the classroom that needs to be shared during the in-vehicle lesson.

Activity

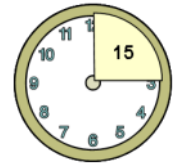
Activity #4 Curriculum Flow Chart

Your instructor will provide you with a curriculum flow chart to review and identify the flow of concepts through the driver education program.

Section 2
Summary

This section covered how to transition and relate classroom content to behind-the-wheel instruction.

Instructor Notes



Section Time

Module Summary Summarize the purpose of the module “Coordination Between Classroom and Behind-the-Wheel Instruction”

Summarize The module objectives.

Summarize The information presented in the module.

Show **Slides 4-16 through 4-20**

Key Words The following “Key Words” were introduced in this module.

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Activity Conduct Module Review Activity: Key Words Matchup.

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.

1. What methods can you use to communicate with the behind-the-wheel instructor?
2. How can you transition and relate to behind-the-wheel instruction in the classroom setting?

Quiz Administer quiz on Module 4.

Review Score and review quiz with students. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will cover peer presentations.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to identify how to integrate classroom and behind-the-wheel instruction through communication and coordination.

By the end of this module, you should be able to:

- Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
- Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon an approved teen driver education curriculum.
- Describe the educational benefit of a concurrent and integrated driver education program.
- Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
- Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

The information that was presented in this module is essential to integrate the driver education classroom and behind-the-wheel courses.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Instructor Notes

Module Review Activity

Key Words Matchup

Have instructor candidates write in the letter of the associated key word.

After instructor candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

1. B
2. A
3. F
4. E
5. C
6. D

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Coordination	B. Concurrent	C. Integrated
D. Transitioning	E. Communicating	F. Relating

1. _____ Classroom, behind-the-wheel and observation time runs simultaneously with no break between phases.
2. _____ The organization and integration of the classroom and behind-the-wheel courses to enable them to work together effectively.
3. _____ To establish or demonstrate a connection between the classroom course and the behind-the-wheel course.
4. _____ To convey information about the classroom course to the behind-the-wheel instructor and vice versa.
5. _____ An alternative mix of classroom, behind-the-wheel and observation time throughout the duration of the course.
6. _____ Changing from classroom instruction to behind-the-wheel instruction.

Instructor Notes

Summary Sheet Provide instructor candidates with a summary sheet as a review of the module.

Review Module highlights with instructor candidates.



Elapsed Time

Summary Sheet

Summary Sheet

Coordinating lessons with the classroom instructor

The classroom instructor should coordinate lessons with the behind-the-wheel instructor.

Classroom, behind-the-wheel, observation time and laboratory instruction should be concurrent, no break between phases and integrated, meaning scheduled to include an alternating mix of instruction (classroom sessions and behind-the-wheel sessions) throughout the duration of the course.

Methods of communicating with the classroom instructor

It is important for the classroom and behind-the-wheel instructor to communicate. Communication can occur through:

- Planned meetings
- Student driving records
- Classroom instructor participate in BTW observations
- BTW instructor participate in classroom observations

Transitioning and relating behind-the-wheel instruction to classroom content

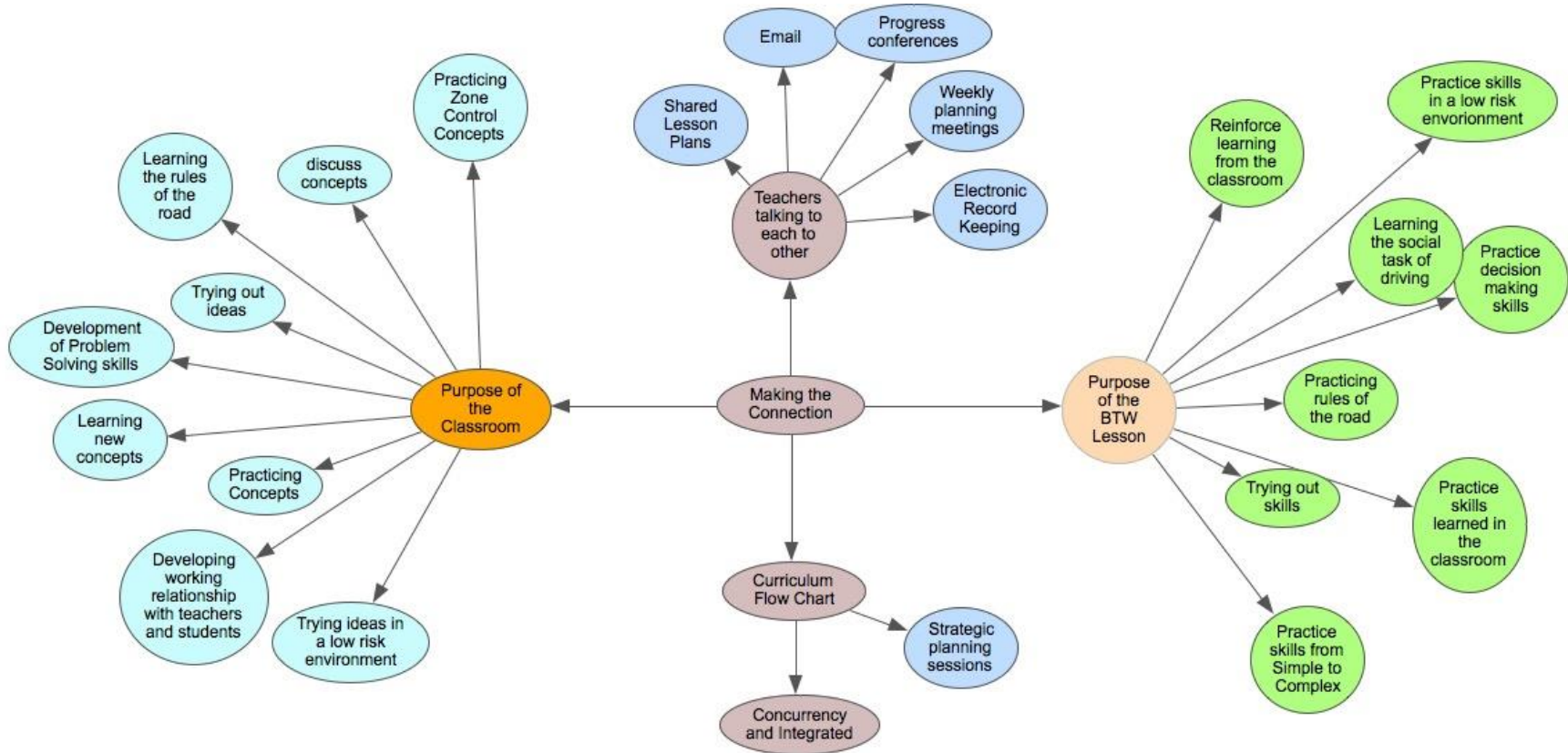
Classroom Instructors and BTW Instructors will create, maintain, and use a list of questions specific to each BTW lesson. Similar questions will be used in class discussions, BTW lessons, and observer activities.

Questions will pertain to:

- classroom content
- key words
- text book content
- videos
- state driving manual

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Collaboration Between Classroom and BTW




Relationship between Classroom and In-Car Standards

The following table describes how the classroom standards relate to the in-car standards.

Classroom Standard	In-Car Standard
<p>C 1.0 Classroom Standard One: Preparing To Operate a Vehicle.</p> <p>C 2.0 Classroom Standard Two: Understanding Vehicle Control Needs.</p>	<p>IC. 1.0. In-car Standard One: Preparing to Operate a Vehicle.</p> <p>1.1 Preparations to Operate Vehicle.</p> <p>1.2 Judgment of Vehicle to Roadway Position.</p>
<p>C 3.0 Classroom Standard Three: Introducing Traffic Entry Skills.</p> <p>C 4.0 Classroom Standard Four: Introducing Intersection Skills and Negotiating Curves and Hills.</p>	<p>IC. 2.0 In-car Standard Two: Introducing Traffic Entry and Intersection Approach Skills.</p> <p>2.1. Visualization of Intended Travel Path</p> <p>2.2 Searching Intended Travel Path</p>
<p>C 5.0 Classroom Standard Five: Space Management and Vehicle Control Skills in Moderate Risk Environments.</p> <p>C 6.0 Classroom Standard Six: Developing Traffic Flow and Space Management Skills at Speeds Below 55 m.p.h.</p> <p>C 7.0 Classroom Standard Seven: Developing Traffic Flow and Space Management Skills at Maximum Highway Speeds</p> <p>C 10.0 Classroom Standard Ten: Other Roadway Users.</p>	<p>IC. 3.0. In-car Standard Three: Developing Visual and Mental Perception for Vehicle Control Tasks.</p> <p>3.1 Speed Control</p> <p>3.2 Lane Position Selection</p> <p>3.3 Rear Zone Searching and Control</p> <p>3.4 Communication and Courtesy</p> <p>3.5 Using Three Steps to Problem-Solving (i.e. SEE)</p>
<p>C 9.0 Classroom Standard Nine: Dealing with Adverse Conditions.</p> <p>C 11.0 Classroom Standard Eleven: Responding to Emergencies, Vehicle Malfunctions and Crashes.</p>	<p>IC. 4.0. In-car Standard Four: Responding to Emergency Situations.</p> <p>4.1 Divide Focal and Mental Attention Between</p> <p>4.2 Identify, Assess and Respond to Vehicle Emergencies.</p> <p>4.3 Identify, Assess and Respond to Environmental Conditions.</p>

Module 4

Coordination Between Classroom and Behind-the-Wheel Instruction




Slide 4-2

Purpose of the Module

- ▶ To identify how to integrate classroom and behind-the-wheel instruction through communication and coordination.

Module 4

PW page 4-2



Slide 4-3


Module Sections

This module will cover two topics:

- ▶ Coordinating and communicating with the behind-the-wheel instructor.
- ▶ Transitioning and relating behind-the-wheel instruction to classroom content.

Module 4

PW page 4-2




Slide 4-4

Module Objectives

- ▶ By the end of this Module, you should be able to:
 - Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
 - Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon an approved teen driver education curriculum.
 - Describe the educational benefit of a concurrent and integrated driver education program.

Module 4

PW page 4-2




Slide 4-5

Module Objectives

- Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
- Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

Module 4

PW page 4-2




Slide 4-6

Coordinating Lessons with BTW Instructor

- ▶ The classroom instructor should coordinate BTW lessons with the BTW instructors.
- ▶ Classroom, BTW, observation time and laboratory instruction should be concurrent, no break between phases and integrated.

Module 4

PW page 4-4



Slide 4-7

Methods of Communicating with the BTW Instructors

- ▶ Planned meetings
- ▶ Student driving records
- ▶ Classroom instructor participate in BTW observations
- ▶ BTW instructor participate in classroom observations

Module 4 PW page 4-4 ANSTSE

Slide 4-8

Learning Activity

Activity #1: Create a Wall Chart

Two teams will be divided into BTW or classroom and will have to list concepts or objectives taught under either portion of driver education.

Module 4 PW page 4-5 ANSTSE

Slide 4-9

Learning Activity

Activity #2: Discussion on Tools to Connect instructors of Different Phases


Discuss what are the tools instructors need to connect with each other for the different phases of the course and how to use them to communicate with other instructors, parents, and teens.

Module 4 PW page 4-5 ANSTSE

Slide 4-10

Transitioning and Relating BTW Lesson to Classroom Content

- ▶ Classroom Instructors and BTW Instructors will create, maintain, and use a list of questions specific to each BTW lesson.
- ▶ Similar questions will be used in class discussions, BTW lessons, and observer activities.



Module 4 PW page 4-6 ANSTSE

Slide 4-11

Question

Why is it important to connect the classroom with the in-vehicle lesson and develop a concurrent and integrated program?

Module 4 ANSTSE

Slide 4-12

Transitioning and Relating BTW Lesson to Classroom Content

- ▶ Questions will pertain to:
 - classroom content
 - key words
 - text book content
 - videos
 - state driving manual

Module 4 PW page 4-6 ANSTSE

Slide 4-13

Learning Activity

Activity #3: Common Vocabulary

Participate in a class discussion regarding the need for a common vocabulary. Share a concept from the classroom that needs to be shared during the in-vehicle lesson.

Module 4 PW page 4-7 ANSTSE

Slide 4-14

Learning Activity

Activity #4 Curriculum Flow Chart

Review a curriculum flow chart and identify the flow of concepts through the driver education program.

Module 4 PW page 4-7 ANSTSE

Slide 4-15

Example of Flow Chart

Module 4 ANSTSE

Slide 4-16

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
 - Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon an approved teen driver education curriculum.
 - Describe the educational benefit of a concurrent and integrated driver education program.

Module 4 PW page 4-8 ANSTSE

Slide 4-17

Module Summary

- Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
- Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

Module 4 PW page 4-8 ANSTSE

Slide 4-18

Learning Activity

Module Review Activity: Key Words Matchup


Complete the Activity in the Participant Workbook.

Module 4 PW page 4-9 ANSTSE

Slide 4-19


Questions and Answers


- ▶ **What methods can you use to communicate with the behind-the-wheel instructor?**
- ▶ **How can you transition and relate to behind-the-wheel instruction in the classroom setting?**

Module 4 

Slide 4-20

Questions?



Module 4 

Part II Module 4 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either fill in or select the best answer from the questions below.

1. Classroom, behind-the-wheel, observation time and laboratory instruction should:
 - a. Be separate, for example classroom finishes before behind-the-wheel starts.
 - b. Have a large break between phases.
 - c. Have no breaks between phases with an alternating mix of instruction.
2. How can coordination of classroom and behind-the-wheel instruction occur?
 - a. By viewing classroom and BTW lesson plans.
 - b. Classroom instructor can participate in BTW observations.
 - c. Only through student driving records.
3. What can be created to relate the classroom to the behind-the-wheel lessons?
 - a. Objectives
 - b. Questions
 - c. Visual aids
4. Circle True or False. There is no need for classroom and behind-the-wheel instructors to communicate since they meet with the students at different times.
5. Circle True or False. The behind-the-wheel instructor does not need to sit in on the classroom instruction because it has no effect on the behind-the-wheel lessons.
6. List 3 concepts that pertain to behind-the-wheel and classroom instruction?
 - a.
 - b.
 - c.
7. List 3 ways communication can occur between behind-the-wheel and classroom instructors?
 - a.
 - b.
 - c.
8. Give an example of a common vocabulary term that needs to be shared with both the driver education classroom and behind-the-wheel instructor?

9. Describe how the topic below will be demonstrated during behind-the-wheel instruction?

a. Space management system

10. Describe how the topic below will be demonstrated during behind-the-wheel instruction?

a. Following distance

Module 5
Peer Teaching Presentations

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Module Contents

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Section 2: Conducting a Lesson	5-4
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Instructor Notes

Discuss

Module Overview



Section Time

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. How the IC's will be evaluated
7. Length of Module
8. How the Module will benefit the IC in the real world

Note:

Remind ICs to stop you if they have any questions.

Key Words: Write the following key words on the board. Explain that they will be defined as you proceed through the module.

Presentation	Peer evaluation	Lesson Summary
--------------	-----------------	----------------

Note:

Remind ICs to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module, we discussed Coordination Between Classroom and Behind-the-Wheel Instruction.
2. This module is titled “Peer Teaching Presentations.”
3. The purpose of this module is to discuss and conduct the peer teaching presentations.
4. This module will cover two topics:
 - Conducting an Introduction/Summary.
 - Conducting a Lesson.
5. By the end of this module, you will be able to:
 - Describe how you will be evaluated during the peer teaching presentation.
 - Prepare for the driver education lesson.
 - Teach a driver education lesson.
6. During the module, you will be evaluated by conducting a 5-10 minute introduction/summary and at least two 20 – 30 minute lesson presentations.
7. Time for this module will be determined by the number of students presenting. For twelve instructor candidates to conduct a 5-10 minute introduction/summary and two 20-30 minute presentations with 15 minutes of comment/feedback would be 12 hours. There should be a 1:4 ratio to allow for feedback and support from instructors.
8. This module will help you gain experience in teaching from an approved novice driver education curriculum which covers the driving task.

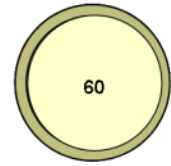
Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Presentation	Peer evaluation	Lesson Summary
--------------	-----------------	----------------

Instructor Notes

Introduce **Section 1: Conducting an Introduction/
Summary**



Section Time

Discuss **Preparations for the 3-5 minute introduction/summary.**

Explain That students were given time to prepare for the five minute presentation.

Emphasize That each student will critique the presenter.

Note The instructor will lead the discussion after each presentation.

Emphasize That they are looking for each presenter to cover the motivational guidelines and principles of teaching and learning when presenting.

Note Immediately following each presentation every trainee will participate in constructive critiques of other trainees' practice teaching assignment.

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.

Section 1: Conducting an Introduction/Summary

Introduction Section 1 will cover how to prepare for the 3-5 minute introduction/summary and what is expected of you during the presentation.

Preparations for the 3-5 minute introduction/summary

1. You will be evaluating each presenter.
2. Review the motivational guidelines.
 - The purpose is to get the student ready to learn.
 - The student's perspective during this phase is "why should I learn"?
 - The students must be made aware at the onset of each lesson:
 - What he or she will be able to do.
 - Why it is important or useful to be able to do it (how it will benefit them).
 - What content will be covered.
 - What activities will take place.

After the presentation determine:

- Were the objectives stated?
- Did the presenter explain the importance of the lesson?
- Did the presenter relate the information to the students' prior knowledge or previous lessons taught?
- Did the presenter outline the content and explain the activities for the lesson?
- Did the presenter explain how the students would be evaluated?

Section 1 Summary This section covered how to prepare for the 3-5 minute introduction/summary and what is expected of you during the presentation.

Instructor Notes

Introduce **Section 2: Conducting a Lesson**



Section Time

Discuss **The two 20-30 minute presentations.**

Give Presenters time to prepare.

Distribute Peer Evaluation Form and Presentation Critique Forms

Emphasize Each student will be given time to prepare for his/her assigned student teaching lesson.

Distribute The Peer Evaluation Form and the Presentation Critique Form to the class while the presenter is preparing.

- Review the evaluation forms with the students before starting the presentations.
- Remind students that both the presenters name and the evaluators name must be on the forms.

Note When the presenter is ready begin the presentation.

- Fill out evaluation forms.
- Be certain to record start time and ending time of the presentations.
- Remember that the Peer Evaluation Form will be used for input only. Instructor's form will count towards the final grade.

Section 2: Conducting a Lesson

Introduction Section 2 will cover how to prepare and present two 20-30 minute presentations.

Two 20-30 minute presentations You will be required to conduct two 20-30 minute presentations, which will include the following:

- Importance of the lesson
- Relate to students prior knowledge or lesson taught
- Outline the content and explain activities for the lesson
- Explain how students will be evaluated
- Summarize the lesson

Instructor Notes

- Discuss** **The two 20-30 minute presentations – continued.**
- Give** Presenters time to prepare.
- Emphasize** Presenter’s may keep the evaluation forms from the other students.
- Note** The scores must be recorded on the Peer Evaluation Form and kept on file.

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.

Section 2: Conducting a Lesson

The two 20-30 minute presentations – continued

1. Every student will participate in constructive critiques of other students' twenty minute presentation.
 - You will use the Presentation Critique Form and Peer Evaluations Form to document the presenter's performance.
 - Class will briefly discuss the critiques forms following each practice session.
 - After discussion, the presenter will be given the critique forms so that he or she can review his or her performance in detail.
 - Using the Peer Evaluation Form make sure scores are recorded at top of form.
 - If presenters wish to see their final grade they may at the end of class.

Section 2
Summary

This section covered how to prepare and present two 20-30 minute presentations.

Instructor Notes

Module Summary Summarize the purpose of the module “Peer Teaching Presentations”



Section Time

Summarize The module topics.

Summarize The information presented in the module.

Key Words The following “Key Words” were introduced in this module.

Note: Ensure that all “Key Words” were defined during the lesson.

Presentation	Peer evaluation	Lesson summary
--------------	-----------------	----------------

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.

Transition The next module will cover the Classroom Teaching and Learning Theories Course Wrap-Up.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to discuss and conduct the student teaching presentations.

This module covered two topics:

- Conducting an Introduction/Summary.
- Conducting a Lesson.

The information that was presented in this module is essential to gain experience in teaching from an approved novice driver education curriculum which covers the driving task.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Presentation	Peer evaluation	Lesson summary
--------------	-----------------	----------------

Instructor Notes

Module Review Activity

Key Words Matchup

Have IC's write in the letter of the associated key word.

After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

1. C
2. A
3. B

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Presentation	B. Peer evaluation	C. Lesson summary
------------------------	---------------------------	--------------------------

1. _____ A brief statement that gives the most important information about the lesson and what was discussed.
2. _____ Actively showing, describing or explaining content from a unit of instruction out of the driver education curriculum to your instructor and peers.
3. _____ Constructive critique and input on other student's presentations.

Instructor Notes

Summary Sheet Provide IC's with a summary sheet as a review of the module.

Review Module highlights with IC's.



Elapsed Time

Summary Sheet

Summary
Sheet

Preparations for the 3-5 minute introduction/summary

Review the motivational guidelines: get the student ready to learn, explain what he or she will be able to do, how it will benefit them, what content will be covered and what activities will take place.

After the presentation determine if the presenter: stated the objectives, explained the importance of the lesson, related the information to the student's prior knowledge, outlined the content, explained the activities for the lesson and explained how the students would be evaluated.

Two 20-30 minute presentations

The presentations will include: importance of the lesson, relate to students prior knowledge or lesson taught, outline the content and explain activities for the lesson, explain how students will be evaluated and summarize the lesson.

Every student will participate in constructive critiques of other student's presentations by completing peer evaluation forms.

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Module 6

Classroom Teaching and Learning Theories Course Wrap-Up

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Module Contents

Module Overview..... 6-2

Section 1: Summary of Classroom Teaching and Learning Course..... 6-3

Module Summary 6-4

Summary Sheet 6-5

Instructor Notes

Discuss

Module Overview



Section Time

Now that you have completed all of the content modules, it is time to provide a summary of the course, answer any of your questions and begin preparing for the classroom teaching and learning theories knowledge test.

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Length of module
5. How the module will benefit the IC in the real world

Note: Remind IC's to stop you if they have any questions.

Module Overview

Module Overview

1. Prior to this module, we discussed Peer Teaching Presentations.
2. This module is titled “Classroom Teaching and Learning Theories Course Wrap-Up.”
3. The purpose of this module is to provide a summary of the Classroom Teaching and Learning Theories Course and answer any questions before taking the knowledge test.
4. This module will last approximately 30 minutes.
5. This module will provide a summary of the course, help you have additional questions answered, complete course evaluation forms and to receive a certificate of completion.

Instructor Notes

Introduce **Section 1: Summary of Classroom Teaching and Learning Theories**



Section Time

Summarize **The main topics in this course.**

Refer IC's to the summary at the end of this module to review for the knowledge test and for future use.

Have IC's work in groups to prepare for the test. Have them use the summary sheets and graded module quizzes to work together.

Section 1: Summary of Classroom Teaching and Learning Course

Introduction Section 1 will provide a summary of the Classroom Teaching and Learning Course.

The main topics in this course

In this course, you learned:

- The importance of studying a lesson plan.
- How to prepare the classroom with seating arrangements, setting up visual displays and having handouts available.
- How to develop visual aids to generate interest and increase understanding.
- Coaching is a learner-centered method that engages body, mind and emotions to develop inner and outer awareness and responsibility with an equal relationship between the learner and the coach or instructor.
- How to define your objectives for each class and try to remain focused on them.
- If time is running short go back and refocus on objectives, cut an exercise or activity short, conduct a rapid fire Q&A session.
- Formative assessments are utilized to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context.
- Summative assessments measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark.
- The classroom instructor should coordinate behind-the-wheel lessons with the behind-the-wheel instructor. Classroom, behind-the-wheel, observation time and laboratory instruction should be concurrent, meaning simultaneously, no break between phases and integrated, meaning scheduled to include an alternate mix of instruction throughout the duration of the course.

Instructor Notes

Module Summary Summarize the purpose of the module “Classroom Teaching and Learning Course Wrap-Up.”



Summarize The module topics.

Summarize The information presented in the module.

Module Summary

Module Summary

The purpose of this module was to provide a summary of the course and help you have additional questions answered.

This module covered one topic:

- Summary of classroom teaching and learning course.

The information that was presented in this module is essential for understanding the classroom teaching and learning course and to prepare for the knowledge test.

Instructor Notes

Summary Sheet

Provide instructor candidates with a summary sheet as a review of the course.



Section Time

Summary Sheet

The process for preparing to teach

Process for Preparing to Teach

It is important to study the lesson plan so you know the lesson objectives, the audience, the topical content to be covered, the learning activities to be conducted, questions to be asked and can identify, in advance, the need for revising or modifying any content or materials. It can take 1 to 1-1/2 hours of preparation time per each hour of instruction time to train from a lesson plan for the first time.

Using the four-step teaching and learning process to teach

Using The Four-Step Teaching and Learning Process to Teach

1. Motivation

- Get the student ready to learn, cover what content will be covered and activities to take place, provide objectives, why it is useful to be able to do it, benefits of the lesson, relate the subject matter to the student's prior learning.

2. Presentation

- Present the lesson content through discussion or lecture, use simple language, be familiar with the lesson, use eye contact, be yourself.

3. Application

- Give the students the opportunity to apply what they have learned, challenges the student, aids in retention, ask questions, pose problems and exercises, provide realistic learning activities, provide hands-on practice, assign homework.

4. Evaluation

- To evaluate the students' comprehension, must be on-going, oral questions, directly related to the stated objectives, student-led demonstrations, formal test, homework.

Instructor Notes

Summary Sheet – continued

Provide instructor candidates with a summary sheet as a review of the module.

Summary Sheet

Classroom
management

Preparing the Classroom

To prepare the classroom you need to make seating and table arrangements, control the climate and lighting, set up wall charts and other permanent displays, arrange chalkboard/flip-chart and instructor's podium, set up projector/screen and video monitor, have student materials and handouts ready.

Developing Visual Aids

Visual aids help to generate interest, help to arouse curiosity, help to increase understanding, aid in the retention of information, give a more favorable attitude toward learning, make learning more enjoyable and more interesting, and help to show sequential steps in a process.

Well-designed visual aids meet the objectives of the module being taught, support the lesson plan, aid in retention, are up-to-date and contain accurate information, make learning more enjoyable and interesting, are well-designed to generate interest for this audience, can be easily produced and reproduced.

Maintaining Leadership in the Classroom

As an instructor, you need to be able to maintain leadership in the classroom. There are many things you can do to establish gentle teacher authority, including taking a central position in the room, being well-prepared and being brisk and firm without being harsh.

Observing and listening to students

Observe students continuously and listen to student comments and questions carefully. Adjust your teaching style based on what you observe and hear from your students. Maintain eye contact with students all the time.

Time Management

Define your objectives for each class and try to remain focused on them. Be flexible. Be able to reshape your lesson plan on the fly, to respond to the demands of different groups. Allow for time for questions on difficult topics/concepts. Build time for questions into your lesson plan. Prioritize your established tasks to ensure that you cover the most important concepts/subjects. Always keep an eye on the passage of time during class.

Instructor Notes

Summary Sheet – continued

Provide instructor candidates with a summary sheet as a review of the module.

Summary Sheet

Classroom
management

Time Constraints

If time is running short, there are a number of things you can do. Reduce interaction, go back and refocus on objectives, cut an exercise or activity short, conduct a rapid fire Q&A session to see how much information students already understand and then decide how to compress time or poll the class to get their impression of which information they need the most help.

Class Disrupters

Learners can sometimes be disruptive. There are four types of class disrupters: the strong extrovert (needs to say something), long winded (wants or needs more participant involvement), an authority figure (wants to take something out on the instructor) and Gotcha! (wants to display superior knowledge to the instructor).

When dealing with class disrupters, respond to those participants in ways, which meet their needs and the instructor's, while keeping the class on target. If a participant is truly persistent to the point of being obnoxious, then deal with them one-on-one in private to let them know your feelings and concerns.

Controlling Student Behavior

You can communicate calm control and seriousness by your facial expressions, posture, maintaining eye contact and asking pre-directed questions.

Managing Discussions

To manage discussions recognize when a discussion is getting off track. Be sure NOT to criticize the discussion and keep time frames in mind.

It is important to listen to student comments and questions carefully. Adjust your teaching style based on what you observe and hear from your students.

Instructor Notes

Summary Sheet – continued

Provide instructor candidates with a summary sheet as a review of the module.

Summary Sheet

Student
assessment
and evaluation

Developing and implementing a plan for the assessment of student progress

Select, design, or develop evaluative devices which measure the behavior sought in the specified performance objectives for each learning experience and determine if the activities performed by the instructor facilitated student achievement.

Formulate a plan of grading consistent with school policy and the performance orientation of driver education.

Construct evaluation instruments for effectively assessing student performance including checklists, rating scales, and other performance measures.

Identifying student shortcomings and determining actions to alleviate the problem

Use results of student performance, develop means of assessing individual contributions or learning which results from small group work, reassign students into homogenous groups when appropriate, monitor student progress to provide constructive feedback, conduct instructor-student-parent conferences.

Ongoing (Formative) Assessments vs. End of Unit or Course (Summative) Assessments

Ongoing (Formative) assessments are utilized to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context. Common procedures of formative assessment include feedback, self-assessment, observation and portfolios.

End of unit or course (Summative) assessments measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark. Common procedures of summative assessment include end of unit tests or projects, course grades and portfolios.

Instructor Notes

Summary Sheet – continued

Provide instructor candidates with a summary sheet as a review of the module.



Elapsed Time

Summary Sheet

Integrating
classroom with
BTW

The classroom instructor should coordinate behind-the-wheel lessons with the behind-the-wheel instructor.

Classroom, behind-the-wheel, observation time and laboratory instruction should be concurrent, meaning simultaneously, no break between phases and integrated, meaning scheduled to include an alternate mix of instruction throughout the duration of the course.

It is important for the classroom and behind-the-wheel instructor to communicate. Communication can occur through:

- Planned meetings
- Student driving records
- Classroom instructor participate in BTW observations (ride along, be aware of all BTW routes and the order skills are taught)
- BTW instructor participate in classroom observations (sit in on classroom, be aware of all classroom lessons and the order material is taught)

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Module 7

Classroom Teaching and Learning Theory Knowledge Test

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Module Contents

Module Overview..... 7-2

Section 1: The Classroom Teaching and Learning Theory Knowledge Test..... 7-3

Module Summary 7-5

Instructor Notes

Discuss

Module Overview



Section Time

Now that we have covered the Classroom Teaching and Learning Theory in detail, it's time to administer the Classroom Teaching and Learning Theory Knowledge Test.

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Length of module
7. How the module will benefit the IC in the real world

Note:

Remind IC to stop you if they have any questions.

Module Overview

Module Overview

1. Prior to this module, you were provided with a course wrap-up.
2. This module is titled “Classroom Teaching and Learning Theory Knowledge Test.”
3. The purpose of the module is to provide you with a clear understanding of the examination requirements; and to demonstrate that you have a firm understanding of the knowledge, and attitude necessary to become a classroom driver education instructor or continue to the Teaching and Learning Theory for Behind-the-Wheel Course.
4. We now turn our attention to the Classroom Teaching and Learning Theory Knowledge Test. This module covers one topic:
 - Classroom Teaching and Learning Theory knowledge test.
5. By the end of this module, you will be able to:
 - Demonstrate an understanding of the knowledge necessary for being a driver education instructor.
 - Demonstrate an understanding of the attitudes and responsibilities necessary for being a classroom driver education instructor.
 - Successfully pass the Classroom Teaching and Learning Theory Knowledge Test with an 80% accuracy.
6. This module will last approximately 1 hour.
7. This module will help you understand the Classroom Teaching and Learning Theory Knowledge Test for completion of the Classroom Teaching and Learning Theory course.

Instructor Notes

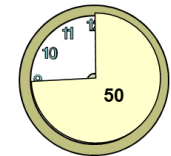
Introduce **Section 1: The Classroom Teaching and Learning Theory Knowledge Test**



Section Time

Discuss **The Classroom Teaching and Learning Theory Knowledge Test.**

Administer The Classroom Teaching and Learning Theory Knowledge Test.



Section Time

1. Have instructor candidates spread out.
 2. Have instructor candidates put all books and materials away.
 3. Distribute answer sheets.
 4. Distribute tests.
-

Score The Classroom Teaching and Learning Theory Knowledge Test.

1. Use the scoring template to score the test.
 2. Recheck any scores that are close to the cut-off point.
-

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.

Section 1: The Classroom Teaching and Learning Theory Knowledge Test

Introduction Section 1 will cover what to expect from the Classroom Teaching and Learning Theory Knowledge Test.

The Classroom Teaching and Learning Theory knowledge test

1. Consists of 30 multiple choice questions.
2. There are three alternatives for each question (a, b and c).
3. Pick the response that best answers the question.
4. You must pass with a score of 80% or higher to complete the Classroom Teaching and Learning Theory Course.
5. You have one hour to complete the test.
6. When finished remain in the room and your instructor will collect the test and answer sheet.

Section 1 Summary This section covered what to expect from the Classroom Teaching and Learning Theory Knowledge Test.

Instructor Notes

- Cover** The results of the Classroom Teaching and Learning Theory Knowledge Test.
1. Option #1: call instructor candidates into a separate room one at a time to discuss the results.
 - a. Allows for individual counseling.
 - b. Can be very effective for handling instructor candidates who did not meet the scoring cut-off.
 2. Option #2: distribute the answer sheets back to the instructor candidates as a group.
 - a. Works best only when all instructor candidates have successfully passed the knowledge test.
 - b. Can be very embarrassing for those who did not meet the scoring cut-off.
-

- Review** The Classroom Teaching and Learning Theory Knowledge Test.
1. Allow instructor candidates to ask question concerning the items missed.
 2. Cover the test five questions at a time, i.e., 1-5, 6-10, etc.
 3. Do not allow instructor candidates who did not meet the scoring cut-off to participate in the review of the Classroom Teaching and Learning Theory Knowledge Test.
 4. Collect the answer sheets.
-

Congratulate The instructor candidates for passing the knowledge test.

Congratulate The instructor candidates for successfully completing the course.

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Instructor Notes

Module Summary Summarize the purpose of the module “Classroom Teaching and Learning Theory Knowledge Test.”



Section Time

Summarize The module topics.

Summarize The information presented in the module.

Congratulate The instructors on completing the Classroom Teaching and Learning Theory Course.

1. Distribute jurisdictional certificate of completion. (If applicable)
2. Distribute any other awards. (If applicable)
3. Give recognition to organization or facility hosting the program.

Explain The next course(s) they will be required to complete to become a driver education instructor.

Have Instructors complete end of course evaluation.

Dismiss The instructor candidates.



Elapsed Time

Module Summary

Module Summary

The purpose of this module was to provide you with a clear understanding of the examination requirements; and to demonstrate that you have a firm understanding of the knowledge, and attitude necessary to become a classroom driver education instructor or continue to the Teaching and Learning Theory for Behind-the-Wheel Course.

This module covered one topic:

- Classroom Teaching and Learning Theory knowledge test.

The information that was presented in this module is essential for understanding the Classroom Teaching and Learning Theory Knowledge Test for completion of the Classroom Teaching and Learning Theory course.

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Part II: Classroom Teaching and Learning Theories Knowledge Test

Full Name

Date of Exam

Select the alternative that **best** answers the question.

1. To help ensure your success and your students' efficient learning:
 - a) Occasionally review the course curriculum to identify areas that could be cut.
 - b) Study and practice using the lesson plans so you are familiar with the materials.
 - c) Rely on the curriculum visual aids to guide your teaching.

2. Using visual aids during a lesson can:
 - a) Help students visualize sequential steps in a process.
 - b) Give you a needed break from teaching.
 - c) Helps keep uninterested and disruptive students involved.

3. You noticed some students talking among themselves and not participating in the lesson, what approach could you use to get them involved and participating in the course?
 - a) Stop the session, walk over to the group and firmly tell them to stop talking.
 - b) Direct a question, unobtrusively, to the principle offender.
 - c) Ignore them until the end of the session and then tell them not to talk in future sessions.

4. When preparing to teach from lesson plans that you are already familiar with, you:
 - a) Should be able to quickly glance through the plans.
 - b) May still need to spend 1 to 1-1/2 hours preparing for each hour of instruction.
 - c) Should be able to rely on your previous experiences to teach the sessions.

5. The class is having a good discussion on an important topic, but the discussion is taking a lot of time and the session could run over its scheduled end time. What can you do?
 - a) Immediately end the discussion and start the next session.
 - b) Restate the main issues and wrap up the discussion by summarizing the key discussion points.
 - c) Interrupt the discussion, state that time is up and tell the students to continue the discussion outside of class.

6. Why is it beneficial to identify “key words” during your introduction of the unit?
 - a) They will remind you of the specific topics in the unit
 - b) They help focus the student and trigger what content is being covered.
 - c) They are a hint for what is on the end of unit test

7. In what step of the Teaching and Learning process is the student’s perspective “what should I learn?”
 - a) Motivation
 - b) Presentation
 - c) Application

8. The student’s perspective in the Application Step of the Four Step Teaching and Learning process is:
 - a) How am I doing?
 - b) What should I learn?
 - c) Let me try it.

9. An end of course cumulative test is:
 - a) The only evaluation tool that is required to determine if a student passes or fails the course.
 - b) A method to measure student growth and to determine if long term learning goals have been met.
 - c) The only evaluation needed to determine how well the instructor taught the course.

10. To encourage open discussion among all the course participants, including the instructor, the classroom configuration probably should be:
 - a) In a U shape configuration.
 - b) Left in the traditional classroom configuration.
 - c) Chevron configuration.

11. Probably the best classroom configuration for learning activities that require small group discuss is:
 - a) The traditional classroom.
 - b) The U shape.
 - c) The Chevron.

12. One of the purposes of well designed, up-to-date visual aids is:
 - a) Increase student understanding and retention.
 - b) Allow time for the instructor to leave the classroom.
 - c) To give the students a short break from the instructor's voice.

13. One approach an instructor may use to establish leadership in a classroom is:
 - a) Start each session with a little humor.
 - b) Stand at attention and speak with a firm, loud voice.
 - c) Take up a central position in the front of the room.

14. You can lose control of the classroom when:
 - a) You permit distractions or digress from scheduled topics.
 - b) Stay on schedule.
 - c) Plan learning activities that require open discussion on specific topics.

15. Continuously observing the students and listening to their comments and questions will help you to:
 - a) Make adjustments to your teaching style.
 - b) Identify those students that should be scheduled for the in-vehicle sessions first
 - c) Decide what elements of the curriculum could be skipped

16. Reviewing and studying your lesson plans and the student materials prior to a course will:
- a) Allow you to cross out all the sections that you are uncomfortable teaching.
 - b) Allow you to plan the learning activities and make sure all the required resources are available.
 - c) Reduce or eliminate your preparation once the course starts.
17. To help manage time in the classroom, you should:
- a) Eliminate all the topics and learning activities that could take too much time.
 - b) Prioritize your established tasks to ensure you cover the most important concepts
 - c) Discourage students from asking questions.
18. If you find that you are running out of time in a session, you can:
- a) End the session on time and tell the students to read their reference materials.
 - b) Give the students a written quiz to see what information they may know or not know.
 - c) Conduct a rapid-fire Q&A session.
19. If you notice only one or two students continuously responding to all the questions, you may try:
- a) Ignoring them or telling them to be quiet.
 - b) Using more pre-direct or overhead directed questions” so you can involve more students.
 - c) Not asking questions for the remainder of the session.
20. One approach you may consider using for a student with some shortcomings or problems that could interfere with the completion of the course is to:
- a) Develop a means to communicate with the parents and the student to resolve the concerns.
 - b) Create worksheets so the student can work on them separate from the class.
 - c) Ignore the issues as long as the student can pass the tests.

21. You should use ongoing (formative) assessments to:
- a) Gather information that can be used to guide improvements for teaching and learning.
 - b) Determine the final grade for the student.
 - c) Identify the students who have an exceptional understanding of the instructional materials.
22. One approach that should be avoided when dealing with class disrupters is:
- a) Meeting with them one on one in private to let them know your concerns.
 - b) Sarcasm and witty or caustic “put-downs” while the class is session.
 - c) Communicating concerns to the parents and the student.
23. An informal and effective approach to determine if students are ready to move on is:
- a) Ask the class by a show of hands if they are ready to move on to the next content area.
 - b) Use and review worksheets in class to help identify possible weaknesses.
 - c) Remind the students during each session they must pass the end of course test.
24. End of unit or course tests are:
- a) Summative assessments to measure success or achieved proficiency.
 - b) Formative assessments that measure along the way progress.
 - c) Only way to determine the value of the course.
25. Ideally, classroom and behind-the-wheel instructional sessions should be:
- a) Separated so all the classroom is completed before the behind-the-wheel sessions start.
 - b) Concurrent and alternately mixed throughout the course of instruction.
 - c) Scheduled so each can be completely as quick as possible.

26. How could you handle a student's question that is outside the scope of the course?
- Assign the student the responsibility to find the answer and allow 30 minutes during the next session for the class to discuss it.
 - Politely state that that subject is not covered in the course, but on a break or after the session you and the student could look it up and discuss.
 - Very firmly state that questions outside the scope of the course will not be addressed.
27. A student is continuously asking questions and challenging the information being presented. What approach may be used to resolve this problem?
- Arrange a one on one private meeting outside of class to develop a plan to resolve the problem.
 - Make eye contact with the student and say "Please just shut up so everyone can get out on time."
 - Ask the student to leave immediately and give the class a break.
28. Which of the following is an ongoing (formative) assessment strategy?
- End of course written test.
 - End of unit written test.
 - Oral or written feedback from the instructor.
29. Which of the following can support communication and coordination between classroom and behind-the-wheel instructors?
- Classroom instructors ride along in behind-the-wheel sessions and behind-the-wheel instructors sit in on classroom sessions.
 - Classroom instructors review the behind-the-wheel records after students complete all those sessions.
 - Have the classroom instructor develop the behind-the-wheel driving routes.
30. Well-designed visual aids need to:
- Entertain the students.
 - Use colorful animation.
 - Support the lesson plan.

Part II: Classroom Teaching and Learning Theories
Knowledge Test
Answer Sheet

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
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27. _____
28. _____
29. _____
30. _____

Part II Addendum

Module A

Optional Content

**Online Driver Education and
Virtual Classroom**

NOTE: The instructor should use their discretion as to what topics to cover in this module. This module may not need to be covered in detail, but provides a sample of what could be covered in the course. If your state does not have specific content for these topics use this module to teach these topics.

Instructor Notes

Activities

Activity #1: Enroll in an Online Course

Have IC's enroll in an online course, driver education or another subject to identify what can and cannot be transferred from the traditional classroom to the online course.

Activity #2: Concept Application

With an online traffic scene, have IC's order the sequence of events that could lead them to take evasive action.

Activity #3: Concept Application with Instruction and Assessment

Have IC's view a short video online clip and have them observe and analyze potential risks and make recommendations on how they will manage the risks.

Activity #4: Group Processing

After viewing an online video on drinking and driving, a small group of students via discussion board on the Web will interact and determine what actions are helpful and will make decisions about the appropriate action to minimize someone from drinking and driving.

Activity #5: Experience Participating in a Virtual Classroom

Have IC's experience a virtual classroom environment using different formats, such as live class discussions, online chat and live lectures while using an appropriate driver education topic.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

Module Overview	A-2
Section 1: Online Driver Education	A-3
Activity #1: Enroll in an Online Course	A-3
Activity #2: Concept Application	A-3
Activity #3: Concept Application with Instruction and Assessment	A-4
Activity #4: Group Processing	A-4
Section 2: Virtual Classroom	A-5
Activity #5: Experience Participating in a Virtual Classroom	A-6
Module Summary	A-7
Summary Sheet	A-9

Instructor Notes

Discuss

Module Overview

Show

Slides A-1 through A-4



Section Time

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC's will be evaluated
8. Length of Module
9. How the Module will benefit the IC in the real world

Note

Remind IC's to stop you if they have any questions.

Key Words:

Write the following key words on the board. Explain that they will be defined as you proceed through the Module.

Online driver education	Virtual driver education instruction	Synchronous
Asynchronous		

Note:

Remind instructor candidates to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module, we discussed classroom teaching and learning theory.
2. This module is titled “Online Driver Education and Virtual Classroom.”
3. The purpose of this module is to discuss online driver education and virtual classrooms.

For more specific information on these topics, you will need to seek further training.
4. This module will cover two topics:
 - Online driver education.
 - Virtual classroom.
5. By the end of this module, you will be able to:
 - Describe the instructor’s role in online driver education.
 - Explain how to prepare, design and teach an online driver education course.
 - Describe how to utilize a virtual classroom for a driver education course.
 - List the benefits of a virtual driver education classroom.
6. During the module, you will be required to participate in group discussion and activities.
7. During the module, you will be evaluated through questions and answers. There will be a 7-question quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 45 minutes.
9. This module will help you to understand online driver education and virtual classrooms.

Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Online driver education	Virtual driver education instruction	Synchronous
Asynchronous		

Instructor Notes

Introduce **Section 1: Online Driver Education**



Section Time

Discuss **The instructor's role in online driver education.**

Show **Slides A-5 through A-6**

Activity **Activity #1: Enroll in an Online Course** – One important activity for a driver education instructor to do is to enroll in an online course, driver education or another subject. The process of becoming an online student can help one to identify what can and cannot be transferred from the traditional classroom to the online course. Taking an online course and analyzing the essential elements of online courses are necessary to make the change.

Show **Slide A-7**

Activity **Activity #2: Concept Application** – With an online traffic scene, have instructor candidates order the sequence of events that could lead them to take evasive action.

Show **Slide A-8**

Discuss **How to prepare for your online course.**

Show **Slide A-9**

Section 1: Online Driver Education

Introduction Section 1 will cover the role and use of online driver education, including how to prepare for, design and teach an online course. Online driver education is a course where the classroom/theory portion is delivered via the Internet.

The instructor's role in online driver education

- The instructor's role in the online course is different from that of a classroom instructor. It is just as vital to the movement of students toward achieving learning goals, but in different ways.
- Perhaps to a greater degree than the traditional classroom, the online environment allows the instructor to model the behavior of a learner for his or her students.
- Perhaps an instructor's greatest stumbling block as an online instructor newbie is the unconscious, instinctive tendency to teach as they had been taught.

Activity **Activity #1: Enroll in an Online Course**
Enroll in an online course, driver education or other subject to help identify what can and cannot be transferred from the traditional classroom to the online course.

Activity **Activity #2: Concept Application**
With an online traffic scene, have instructor candidates order the sequence of events that could lead them to take evasive action.

How to prepare for your online course

- Prepare to teach online.
- Build a course outline.
- Create a course schedule with clear deadlines.
- Plan for ongoing quality assurance.
- Ensure support from your administration.
- Provide technical support.

Instructor Notes

Discuss **How to design your online course.**

Show **Slides A-10 through A-11**

Activity **Activity #3: Concept Application with Instruction and Assessment** – Have instructor candidates view a short video online clip and have them observe and analyze potential risks and make recommendations on how they will manage the risks.

Show **Slide A-12**

Activity **Activity #4: Group Processing** – After viewing an online video on drinking and driving, a small group of students via discussion board on the Web will interact and determine what actions are helpful and will make decisions about the appropriate action to minimize someone from drinking and driving.

Show **Slide A-13**

Discuss **How to teach your online course.**

Show **Slide A-14**

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: Online Driver Education

How to design your online course

- Format your course so that students can focus on the content.
- Design a learning community that is collaborative, engaging and inclusive.
- Find and use appropriate course materials and resources.
- Develop rich, relevant learning activities to support your learning objectives.
- Include a balanced mixture of individual and group learning activities.
- Recognize that pacing in an online course is different.
- Provide equal accessibility to all students.

Activity

Activity #3: Concept Application with Instruction and Assessment

View a short video online clip and observe and analyze potential risks and make recommendations on how to manage the risks.

Activity

Activity #4: Group Processing

After viewing an online video on drinking and driving with a small group of students via discussion board on the Web will interact and determine what actions are helpful and will make decisions about the appropriate action to minimize someone from drinking and driving.

How to teach your online course

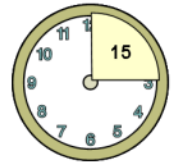
- Provide a comprehensive set of informational materials.
- Facilitate discussions in a way that keeps students on-task, promotes full participation, and encourages peer collaboration.
- Engage with your students without over-engaging.
- Assess student work and provide feedback.

Section 1 Summary

This section covered the role and use of online driver education, including how to prepare for, design and teach an online course.

Instructor Notes

Introduce **Section 2: Virtual Classroom**



Section Time

Discuss **Utilizing a Virtual Classroom.**

Show **Slides A-15 through A-17**

Section 2: Virtual Classroom

Introduction Section 2 will cover how to utilize a virtual classroom, applications for employing the virtual classroom and benefits of a virtual classroom. A virtual classroom is an online learning environment. The environment can be web-based and accessed through a portal or software-based and require a downloadable executable file.

- Utilizing a Virtual Classroom**
- Just like in a real-world classroom, a student in a virtual classroom participates in synchronous instruction, meaning the instructor and students are logged into the virtual learning environment at the same time.
 - Many schools and businesses have rolled out virtual classrooms to provide synchronous distance education.
 - Virtual classroom software applications often employ multiple synchronous technologies, such as web conferencing, video conferencing, livestreaming, and web-based VoIP (web-based telecommunication) to provide remote students with the ability to collaborate in real time.
 - To enhance the educational process, applications may also provide students with asynchronous communication tools, such as message boards and chat capabilities, meaning the communication exchanges occur in elapsed time between two or more people.
 - Instructor led virtual classrooms can be very different from the static, unsupervised activities.
 - They have many benefits like immediate feedback and access to instructors and a face-to-face feeling.
 - Because there is an instructor in the environment with you while you are doing or looking at activities your experience may more closely resemble a real classroom experience.
 - Instructor led virtual classrooms can also be more interactive providing for a more effective experience.

Instructor Notes

Activity **Activity #5: Experience Participating in a Virtual Classroom**

Show **Slide A-18**

Have instructor candidates experience a virtual classroom environment using the following formats while using an appropriate driver education topic:

Whiteboard and electronic flip charts- Instructors can use whiteboard to record class notes and highlight important details of discussion.

Live Class Discussions- From their various locations students can interact through a content related discussion topic.

Online Chat- Similar to the Live Class Discussion, students can use text features to discuss topics with classmates.

Question and Answer Sessions – Provides students the opportunity to ask any questions they may have and receive feedback.

Live Lectures- Using multiple features of various programs the instructor may present a virtual lecture online to present content.

**Section
Summary**

Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 2: Virtual Classroom

Activity

Activity #5: Experience Participating in a Virtual Classroom

Use the following formats while using an appropriate driver education topic:

Whiteboard and electronic flip charts- Instructors can use whiteboard to record class notes and highlight important details of discussion.

Live Class Discussions- From their various locations students can interact through a content related discussion topic.

Online Chat- Similar to the Live Class Discussion, students can use text features to discuss topics with classmates.

Question and Answer Sessions – Provides students the opportunity to ask any questions they may have and receive feedback.

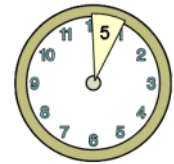
Live Lectures- Using multiple features of various programs the instructor may present a virtual lecture online to present content.

Section 2
Summary

This section covered how to use a virtual classroom and the benefits.

Instructor Notes

Module Summary Summarize the purpose of the module “Online Driver Education and Virtual Classroom.”



Section Time

Summarize The module objectives.

Summarize The information presented in the module.

Show **Slides A-19 through A-22**

Key Words The following “Key Words” were introduced in this module.

Online driver education	Virtual driver education instruction	Synchronous
Asynchronous		

Activity Conduct Module Review Activity: Key Words Matchup.

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.

1. What is the role of the instructor in online driver education?
2. What is a virtual classroom?

Quiz Administer quiz on Part II Addendum – Module A.

Review Score and review quiz with students. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Note Take a short break.

Module Summary

Module
Summary

The purpose of this module was to cover online driver education and virtual classrooms.

By the end of this module, you should be able to:

- Describe the instructor’s role in online driver education.
- Explain how to prepare, design and teach an online driver education course.
- Describe how to utilize a virtual classroom for a driver education course.
- List the benefits of a virtual driver education classroom.

The information that was presented in this module will help you to understand online driver education and virtual classrooms.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Online driver education	Virtual driver education instruction	Synchronous
Asynchronous		

Instructor Notes

Module Review Activity

Key Words Matchup

Have IC's write in the letter of the associated key word.

After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

1. B
2. D
3. A
4. C

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Online driver education	B. Virtual driver education instruction	C. Synchronous
D. Asynchronous		

1. _____ An online learning environment that is either web-based and accessed through a portal or software-based and requires a downloadable executable file.
2. _____ Communication exchanges which occur in elapsed time between two or more people.
3. _____ A course where the classroom/theory portion of driver education is delivered via the Internet.
4. _____ The instructor and students are logged into the virtual learning environment at the same time.

Instructor Notes

Summary Sheet Provide IC's with a summary sheet as a review of the module.

Review Module highlights with IC's.



Elapsed Time

Summary Sheet

Summary Sheet

The instructor's role in online driver education

The instructor's role in the online course is different from that of a classroom instructor. It is just as vital to the movement of students toward achieving learning goals, but in different ways.

How to design an online course

- Format your course so that students can focus on the content.
- Design a learning community that is collaborative, engaging and inclusive.
- Find and use appropriate course materials and resources.
- Develop rich, relevant learning activities to support your learning objectives.
- Include a balanced mixture of individual and group learning activities.
- Recognize that pacing in an online course is different.
- Provide equal accessibility to all students.

How to teach your online course

- Provide a comprehensive set of informational materials.
- Facilitate discussions in a way that keeps students on-task, promotes full participation, and encourages peer collaboration.
- Engage with your students without over-engaging.
- Assess student work and provide feedback.


Utilizing a virtual classroom

- A student in a virtual classroom participates in synchronous instruction, meaning the instructor and students are logged into the virtual learning environment at the same time.
- Virtual classroom software applications often employ multiple synchronous technologies, such as web conferencing, video conferencing, livestreaming, and web-based VoIP (web-based telecommunication) to provide remote students with the ability to collaborate in real time.
- Because there is an instructor in the environment with you while you are doing or looking at activities your experience may more closely resemble a real classroom experience.

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Module A


Online Driver Education and Virtual Classroom



Slide A-2

Purpose of the Module

- ▶ To discuss special topic areas including online driver education and virtual classroom.
- ▶ For more specific information on how to teach utilizing these topics, you will need to seek further training.


Module A PW page A-2 

Slide A-3

Module Sections

This module will cover two topics:


- ▶ Online driver education
- ▶ Virtual classroom

Module A PW page A-2 

Slide A-4

Module Objectives


- ▶ By the end of this Module, you should be able to:
 - Describe the instructor's role in online driver education.
 - Explain how to prepare, design and teach an online driver education course.
 - Describe how to utilize a virtual classroom for a driver education course.
 - List the benefits of a virtual driver education classroom.

Module A PW page A-2 

Slide A-5

Online Driver Education


- ▶ A course where the entire or part of the classroom/theory portion is delivered via the Internet.

Module A PW page A-3 

Slide A-6

The Instructor's Role in Online Driver Education

- ▶ Is different from that of a classroom instructor.
- ▶ Just as vital toward achieving learning goals.
- ▶ Model the behavior of a learner.
- ▶ The greatest stumbling block is to teach as they had been taught.

Module A PW page A-3 

Slide A-7

Learning Activity

Activity #1: Enroll in an Online Course

Module A

PW page A-3

ANSTSE

Slide A-8

Learning Activity

Activity #2: Concept Application

With an online traffic scene order the sequence of events that could lead them to take evasive action.

Module A

PW page A-3

ANSTSE

Slide A-9

How to Prepare for Your Online Course

- ▶ Prepare to teach online.
- ▶ Build a course outline.
- ▶ Create a course schedule with clear deadlines.
- ▶ Plan for ongoing quality assurance.
- ▶ Ensure support from your administration.
- ▶ Provide technical support.

Module A

PW page A-3

ANSTSE

Slide A-10

How to Design Your Online Course

- ▶ Format your course so that students can focus on the content.
- ▶ Design a learning community that is collaborative, engaging and inclusive.
- ▶ Find and use appropriate course materials and resources.
- ▶ Develop rich, relevant learning activities to support your learning objectives.

Module A

PW page A-4

ANSTSE

Slide A-11

How to Design Your Online Course

- ▶ Include a balanced mixture of individual and group learning activities.
- ▶ Recognize that pacing in an online course is different.
- ▶ Provide equal accessibility to all students.

Module A

PW page A-4

ANSTSE

Slide A-12

Learning Activity

Activity #3: Concept Application with Instruction and Assessment

View a short video online clip and observe and analyze potential risks and make recommendations on how to manage the risks.

Module A

PW page A-4

ANSTSE

Slide A-13

Learning Activity

Activity #4: Group Processing

View an online video on drinking and driving and with a small group of students via discussion board on the Web interact and determine what actions are helpful and will make decisions about the appropriate action to minimize someone from drinking and driving.

Module A PW page A-4 ANSTSE

Slide A-14

How to Teach Your Online Course

- ▶ Provide a comprehensive set of informational materials.
- ▶ Facilitate discussions in a way that keeps students on-task, promotes full participation, and encourages peer collaboration.
- ▶ Engage with your students without over-engaging.
- ▶ Assess student work and provide feedback.

Module A PW page A-4 ANSTSE

Slide A-15

Virtual Classroom

- ▶ An online learning environment.
- ▶ Either web-based and accessed through a portal or software-based and require a downloadable executable file.

Module A PW page A-5 ANSTSE

Slide A-16

Utilizing a Virtual Classroom

- ▶ Participates in synchronous instruction.
- ▶ Many schools and businesses have rolled out virtual classrooms.
- ▶ Often employ multiple synchronous technologies.

Module A PW page A-5 ANSTSE

Slide A-17

Utilizing a Virtual Classroom

- ▶ Provide students with asynchronous communication tools.
- ▶ Very different from static, unsupervised activities.
- ▶ Immediate feedback and access to instructors.
- ▶ More closely resembles a real classroom experience.
- ▶ More interactive.

Module A PW page A-5 ANSTSE

Slide A-18

Learning Activity

Activity #5: Experience Participating in a Virtual Classroom

Gain experience using a virtual classroom using different formats, such as live class discussions, online chat and live lectures to teach a driver education topic.

Module A PW page A-6 ANSTSE


Slide A-19

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the instructor's role in online driver education.
 - Explain how to prepare, design and teach an online driver education course.
 - Describe how to utilize a virtual classroom for a driver education course.
 - List the benefits of a virtual driver education classroom.

Module A

PW page A-7



Slide A-20


Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module A

PW page A-8




Slide A-21

Questions and Answers

- ▶ What is the role of the instructor in online driver education?
- ▶ What is a virtual classroom?

Module A




Slide A-22

Questions?

?

Module A



Part II Module A Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either fill in or select the best answer from the questions below.

1. When preparing your online course the instructor:
 - a. Does not need to monitor the course after it has been developed.
 - b. Needs to provide technical support.
 - c. Should allow the learner to set their own deadlines.

2. When designing your online course, the instructor should:
 - a. Include a mixture of group and individual learning activities.
 - b. Use individual learning activities only.
 - c. Use group learning activities only.

3. How should the instructor facilitate discussions in an online course?
 - a. In a way that does not encourage peer collaboration.
 - b. In a way that promotes full participation.
 - c. Overly engage in the student's activities.

4. What is a virtual classroom?
 - a. The teacher and students are logged in at the same time.
 - b. The student can view a video of the teacher that was previously recorded.
 - c. The student can only access the teacher through email.

5. Which is true of a virtual classroom?
 - a. Provides for a less effective experience than an online course.
 - b. Provides the student immediate access to the instructor.
 - c. The classes are very static and unsupervised.

6. List 2 disadvantages of a virtual classroom?
 - a.
 - b.

7. List 2 disadvantages of a virtual classroom?
 - a.
 - b.

Part II Addendum
Module B
Optional Content
Addressing Special Needs

NOTE: This module may not need to be covered in detail, but provides a sample of what could be covered in the course. If your state does not have specific content for this topic use this module to teach this topic.

Instructor Notes

Activities

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

Module Overview	B-2
Section 1: Recognizing and Addressing Special Learning Needs in the Classroom	B-3
Section 2: Recognizing and Addressing Special Physical Needs in the Classroom	B-5
Module Summary	B-7
Summary Sheet	B-9

Instructor Notes

Discuss

Module Overview

Show

Slides B-1 through B-4



Section Time

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC will be evaluated
8. Length of Module
9. How the Module will benefit the IC in the real world

Note:

Remind IC's to stop you if they have any questions.

Key Words:

Write the following key words on the board. Explain that they will be defined as you proceed through the Module.

Special learning needs	Special physical needs	
------------------------	------------------------	--

Note:

Remind instructor candidates to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module, we discussed classroom teaching and learning theory.
2. This module is titled “Addressing Special Needs.”
3. The purpose of this module is to discuss how to recognize and address special learning and physical needs in the driver education classroom.

For more specific information on this topic, you will need to seek further training.
4. This module will cover two topics:
 - How to recognize and address special learning needs.
 - How to recognize and address special physical needs.
5. By the end of this module, you will be able to:
 - Recognize and address special learning needs in the driver education classroom.
 - Recognize and address special physical needs in the driver education classroom.
6. During the module, you will be required to participate in group discussion and activities.
7. During the module, you will be evaluated through questions and answers. There will be a 5-question quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 30 minutes.
9. This module will help you to recognize and address special needs in the classroom.

Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Special learning needs	Special physical needs	
------------------------	------------------------	--

Instructor Notes

Introduce **Section 1: Recognizing and Addressing
Special Learning Needs in the
Classroom**



Section Time

Discuss **How to recognize special learning needs in the
classroom.**

Show **Slides B-5 through B-7**

Section 1: Recognizing and Addressing Special Learning Needs in the Classroom

Introduction Section 1 will cover how to recognize and address special learning needs in the classroom.

How to recognize special learning needs in the classroom A special learning need can be defined as "any various cognitive, neurological, or psychological disorders that impede the ability to learn, especially one that interferes with the ability to learn mathematics or develop language skills." Types of learning needs include:

- Auditory processing disorder
- Language processing disorder
- Genetic disorders or general learning disorders
- Dyslexia / Dysgraphia
- Non-verbal learning disorders
- Attention deficit hyperactivity disorder (ADD/ADHD)
- Autism

Learning needs can look different from one person to another. It is not always easy to identify learning needs because there is no single symptom or profile that you can look to. However, there are some signs you can look for:

- Difficulty with reading comprehension or math skills
- Trouble with open-ended test questions and word problems
- Dislikes reading and writing; avoids reading aloud
- Spells the same word differently in a single document
- Poor organizational skills (desk is messy and disorganized)
- Trouble following classroom discussions and expressing thoughts aloud
- Poor handwriting

Instructor Notes

Discuss **How to address special learning needs in the classroom.**

Show **Slides B-8 through B-9**

**Section
Summary**

Give a brief summary of Section 1. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 1: Recognizing and Addressing Special Learning Needs in the Classroom

How to address special learning needs in the classroom

To address special learning needs in the classroom:

- Speak slowly and carefully
- Show rather than explain by supplementing with visual cues, signals and handouts.
- Present instructions orally
- Allow frequent breaks
- Extend allotted time for a test
- Reduce the impact that writing has on the class without substantially changing the process
- Change the assignments or expectations to meet the student's individual needs
- Allow more time for tasks
- Make instructions clear and specific
- Be patient and consistent

Section 1
Summary

This section covered how to recognize and address special learning needs in the classroom.

Instructor Notes

Introduce **Section 2: Recognizing and Addressing
Special Physical Needs in the
Classroom**



Section Time

Discuss **How to recognize special physical needs.**

Show **Slides B-10 through B-12**

Section 2: Recognizing and Addressing Special Physical Needs in the Classroom

Introduction Section 2 will cover how to recognize and address special physical needs in the classroom.

How to recognize special physical needs

- A wide range of conditions may limit mobility and/or hand functions. Among the most common permanent disorders are:
 - musculoskeletal disabilities, such as partial or total paralysis,
 - amputation or severe injury,
 - arthritis,
 - active sickle cell disease,
 - muscular dystrophy,
 - multiple sclerosis
 - cerebral palsy
- Additionally, health impairments (e.g., cancer, HIV/AIDS, cystic fibrosis, respiratory and cardiac diseases) may be debilitating and, consequently, affect mobility.
- These conditions also may impair the strength, speed, endurance, coordination, and dexterity necessary for proper hand function.
- Conditions such as cerebral palsy often involve sensory and speech dysfunction.
- While the degree of disability varies, students may have difficulty getting to or from class, performing in class, or managing out-of-class tests and assignments.

Instructor Notes

Discuss **How to address special physical needs in the classroom.**

Show **Slides B-13 through B-14**

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 2: Recognizing and Addressing Special Physical Needs in the Classroom

How to address physical needs in the classroom

- Create a learning space that can accommodate wheelchairs and other assistive devices.
- Treat them the same as other students. Focus on what they can do and their strengths.
- Ask the student if they would like help before giving it.
- When talking with a student in a wheelchair for longer than a minute or 2, kneel down to their level so more face to face.
- Don't pat a student in a wheelchair on the head or lean or hang off of a wheelchair.
- Set up a buddy system so that another student can take notes for the student with the disability.
- Adjust or modify specific assignments such as an alternative presentation format in place of an oral presentation.
- Make sure that everything is relevant to the student you are working with.
- Be sure to track progress carefully to help you define when the student is ready for the next milestone.
- When the student has reached the goal, be sure to use the skill regularly to ensure mastery of the skill continues.

Section 2
Summary

This section covered how to recognize and address special physical needs in the classroom.

Instructor Notes

Module Summary Summarize the purpose of the module “Addressing Special Needs.”



Summarize The module objectives.

Summarize The information presented in the module.

Show **Slides B-15 through B-18**

Key Words The following “Key Words” were introduced in this module.

Special learning needs	Special physical needs	
------------------------	------------------------	--

Activity Conduct Module Review Activity: Key Words Matchup.

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.
1. How can you address special learning and physical needs in the classroom?

Quiz Administer quiz on Part II Addendum – Module B.

Review Score and review quiz with students. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Module Summary

Module
Summary

“The purpose of this module was to cover addressing special physical and learning needs.”

By the end of this module, you should be able to:

- Recognize and address special learning needs in the driver education classroom.
- Recognize and address special physical needs in the driver education classroom.

The information that was presented in this module will help you to recognize and address special physical and learning needs in the classroom.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Special learning needs	Special physical needs	
------------------------	------------------------	--

Instructor Notes

Module Review Activity

Key Words Matchup

Have IC's write in the letter of the associated key word.

After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

1. B
2. A

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

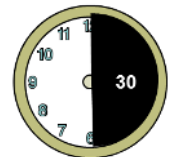
A. Special learning needs	B. Special physical needs	
----------------------------------	----------------------------------	--

1. _____ Limits mobility and/or hand functions.
2. _____ Any various cognitive, neurological, or psychological disorders that impede the ability to learn.

Instructor Notes

Summary Sheet Provide IC's with a summary sheet as a review of the module.

Review Module highlights with IC's.



Elapsed Time

Summary Sheet

Summary Sheet

How to Address Learning Needs in the Classroom

- Speak slowly and carefully
- Show rather than explain by supplementing with visual cues, signals and handouts.
- Present instructions orally
- Allow frequent breaks
- Extend allotted time for a test
- Reduce the impact that writing has on the class without substantially changing the process.
- Change the assignments or expectations to meet the student's individual needs.
- Allow more time for tasks.
- Make instructions clear and specific.
- Be patient and consistent.


How to Address Physical Needs in the Classroom

- Create a learning space that can accommodate wheelchairs and other assistive devices.
- Treat them the same as other students. Focus on what they can do and their strengths.
- Ask the student if they would like help before giving it.
- When talking with a student in a wheelchair for longer than a minute or 2, kneel down to their level so more face to face.
- Don't pat a student in a wheelchair on the head or lean or hang off of a wheelchair.
- Set up a buddy system so that another student can take notes for the student with the disability.
- Adjust or modify specific assignments such as an alternative presentation format in place of an oral presentation.
- Make sure that everything is relevant to the student you are working with.
- Be sure to track progress carefully to help you define when the student is ready for the next milestone.
- When the student has reached the goal, be sure to use the skill regularly to ensure mastery of the skill continues.

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Module B

Addressing Special Needs




Slide B-2

Purpose of the Module

- ▶ To discuss how to recognize and address special learning and physical needs in the driver education classroom.
- ▶ For more specific information on these topics, you will need to seek further training.

Module B

PW page B-2



Slide B-3


Module Sections

This module will cover two topics:

- ▶ How to recognize and address special learning needs.
- ▶ How to recognize and address special physical needs.

Module B

PW page B-2




Slide B-4

Module Objectives

- ▶ By the end of this Module, you will be able to:
 - Recognize and address special learning needs in the driver education classroom.
 - Recognize and address special physical needs in the driver education classroom.

Module B

PW page B-2




Slide B-5

Special Learning Needs

- ▶ Any various cognitive, neurological, or psychological disorders that impede the ability to learn.
- ▶ Especially one that interferes with the ability to learn mathematics or develop language skills.

Module B

PW page B-4




Slide B-6

Special Learning Needs

- ▶ Types include:
 - Auditory processing disorder
 - Language processing disorder
 - Genetic disorders or general learning disorders
 - Dyslexia / Dysgraphia
 - Non-verbal learning disorders
 - Attention deficit hyperactivity disorder (ADD/ADHD)
 - Autism

Module B


PW page B-4



Slide B-7

How to Recognize Learning Needs


- ▶ Difficulty with reading comprehension or math skills
- ▶ Trouble with open-ended test questions and word problems
- ▶ Dislikes reading and writing; avoids reading aloud
- ▶ Spells the same word differently in a single document
- ▶ Poor organizational skills (desk is messy and disorganized)
- ▶ Trouble following classroom discussions and expressing thoughts aloud
- ▶ Poor handwriting

Module B PW page B-4 

Slide B-8

Addressing Learning Needs in the Classroom


- ▶ Speak slowly and carefully
- ▶ Show rather than explain
- ▶ Present instructions orally
- ▶ Allow frequent breaks
- ▶ Extend allotted time for a test

Module B PW page B-5 

Slide B-9

Addressing Learning Needs in the Classroom


- ▶ Reduce the impact that writing has on the class.
- ▶ Change the assignments or expectations to meet the student's individual needs.
- ▶ Allow more time for tasks.
- ▶ Make instructions clear and specific.
- ▶ Be patient and consistent.

Module B PW page B-5 

Slide B-10

Types of Physical Needs


- ▶ Musculoskeletal disabilities, such as partial or total paralysis
- ▶ Amputation or severe injury
- ▶ Arthritis
- ▶ Active sickle cell disease
- ▶ Muscular dystrophy
- ▶ Multiple sclerosis
- ▶ Cerebral palsy

Module B PW page B-6 

Slide B-11

Types of Physical Needs


- ▶ Health impairments (e.g., cancer, HIV/AIDS, cystic fibrosis, respiratory and cardiac diseases) may be debilitating and, consequently, affect mobility.
- ▶ May impair the strength, speed, endurance, coordination, and dexterity necessary for proper hand function.

Module B PW page B-6 

Slide B-12

Types of Physical Needs

- ▶ Conditions such as cerebral palsy often involve sensory and speech dysfunction.
- ▶ Students may have difficulty getting to or from class, performing in class, or managing out-of-class tests and assignments.

Module B PW page B-6 

Slide B-13

How to Address Physical Needs in the Classroom

- ▶ Create a learning space that can accommodate wheelchairs and other assistive devices.
- ▶ Treat them the same as other students.
- ▶ Ask the student if they would like help before giving it.
- ▶ Kneel down to their level so more face to face.
- ▶ Don't pat a student in a wheelchair on the head or lean or hang off of a wheelchair.

Module B PW page B-7 ANSTSE

Slide B-14

How to Address Physical Needs in the Classroom

- ▶ Have another student take notes for the student with the disability.
- ▶ Adjust or modify specific assignments.
- ▶ Make sure that everything is relevant.
- ▶ Be sure to track progress carefully.
- ▶ When the student has reached the goal, be sure to use the skill regularly.

Module B PW page B-7 ANSTSE

Slide B-15

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Recognize and address special learning needs in the driver education classroom.
 - Recognize and address special physical needs in the driver education classroom.

Module B PW page B-8 ANSTSE

Slide B-16

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module B PW page B-9 ANSTSE

Slide B-17

Questions and Answers

- ▶ How can you address special learning and physical needs in the classroom?

Module B ANSTSE

Slide B-18

Questions?

?

Module B ANSTSE

Part II Module B Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either fill in or select the best answer from the questions below.

1. Any various cognitive, neurological, or psychological disorders that impede the ability to learn, especially one that interferes with the ability to learn mathematics or develop language skills.
 - a. Impairment
 - b. Learning Need
 - c. Physical Need

2. List 3 ways the instructor can address special learning needs in the classroom?
 - a.
 - b.
 - c.

3. List 3 signs of a special learning need in a student?
 - a.
 - b.
 - c.

4. What are 3 special physical needs a student could have?
 - a.
 - b.
 - c.

5. What is one way that an instructor can address a special physical need in the classroom?
 - a. Adjust or modify specific assignments.
 - b. Speak slowly and carefully
 - c. Present instructions orally

SUPPLEMENTARY INFORMATION

THIS SECTION CONTAINS

1. Lesson Plan Setup
2. 5-10 Minute Introduction/Summary Presentation Form
3. Classroom Evaluation Forms

Lesson Plan Setup

HED 443s- Classroom and Program Administration in Driver Education

The following framework should be used in developing the lesson plans:

Lesson Title

A brief, clear indication of what the lesson is concerned

Basic Focus of this Lesson

Brief summary of the topic of this lesson

Lesson Objective (s)

You should have a clear sentence statement of the objective of this lesson. Should be written in a behavioral format (what the student should do, the situation and how many times).

Specific Behavior Objectives

Teacher/Student Learning Activities

Objective #1 A very clear, distinct, specific statement of behavior that student should be able to achieve by end of lesson	LA #1 LA #2 LA #3 Etc. This should include both what the teacher will have the student to do to achieve the SIO and what the teacher will do to have the student achieve the SIO.
Brief Content Descriptions An outline/list of procedures covered Evaluation What the teacher will do/check to make sure the students have accomplished the SIO	
Objective #2	LA #1 LA #2 LA #3 Etc.
Brief Content Descriptions Evaluation	
Objective #3	LA #1 LA #2 LA #3

	Etc.
Brief Content Descriptions	
Evaluation	
Objective #4	LA #1 LA #2 LA #3 Etc.
Brief Content Descriptions	
Evaluation	

Media and Resources Used

List the equipment/printed material used.

References

List the source of any written/Internet materials used.

5-10 Minute Introduction / Summary Presentation
(Motivation Phase)

Name: _____

Date: _____

_____ Opening / Welcome / Personal Introduction

_____ Stated or Shared Main Topic and Lesson Objectives

_____ Related Topic to Prior Learning

_____ Explained Benefits of Lesson / Why important

_____ Indicated amount of time for this lesson

_____ Explained the lesson activities / student evaluation

Comments:

Classroom Evaluation Form

Candidate Instructor: _____

Concept Taught: _____

Date: _____

Points Earned - 20-Min Lessons: 1st ___/20pts 2nd ___/20pts 3rd ___/20pts

30 Min. Lessons 1st ___/30pts 2nd ___/30pts Evaluated by: _____

Instructor:	Excellent – 5pts	Adequate – 4pts	Basic – 3pts	Marginal – 2pts	Insufficient – 0pts
Motivation					
Motivates Class <div style="border: 1px solid black; width: 20px; height: 20px; margin-left: auto; margin-right: auto;"></div>	Guidelines include: 1. Introduce Concept 2. Review Lesson Objectives 3. Benefits to Learning 4. Previous Learning 5. Describe Activities 6. Ask Clarifying Questions	Meets at least four of the six guidelines <u>Explain:</u>	Meets at least three of the six guidelines <u>Explain:</u>	Meets only one or two of the guidelines <u>Explain:</u>	Skips motivation entirely <u>Explain:</u>

Comments:

Motivation Score: ___ /5

Instructor:	Excellent– 5pts	Adequate – 4pts	Basic – 3pts	Marginal – 2pts	Insufficient – 0pts
Presentation					
Speaks Effectively Has Professional Presence Has Effective Comportment for Public Speaking <div style="border: 1px solid black; width: 20px; height: 20px; margin-left: auto; margin-right: auto;"></div>	Criteria includes: 1. Uses appropriate volume/ tone/modulation and speed 2. Avoids distracting verbal/physical mannerisms 3. Fully engaged with learners and material 4. Well prepared/Confident 5. Genuine/Sincere 6. Makes eye contact throughout lesson with multiple learners	Meets at least five of the six criteria <u>Explain:</u> <ul style="list-style-type: none"> • Generally engaged with learners and material • Prepared • Does not engage in eye contact with learners 	Meets at least three of the six criteria <u>Explain:</u> <ul style="list-style-type: none"> • Somewhat engaged with learners and material • Underprepared Disinterested 	Meets at least two of the six criteria <u>Explain:</u> <ul style="list-style-type: none"> • Appears unaware of learners and/or material • Inadequately prepared Phony 	<ul style="list-style-type: none"> • Volume, speed, modulation, and tone make listening difficult • Mannerisms are overwhelming • Disingenuous • Rude • Inappropriate • Hostile • Listening to speaker is difficult • No engagement

Comments:

Instructor:	Excellent – 5pts	Adequate – 4pts	Basic – 3pts	Marginal – 2pts	Insufficient – 0pts
Presentation (continued)					
Demonstrates Knowledge of Curriculum <input data-bbox="312 310 384 384" type="checkbox"/>	<ul style="list-style-type: none"> • Uses all elements of the curriculum related to concept including non-presentation items such as FYI, etc., as appropriate • Introduces and concludes lesson/Uses material to interact with learners 	Meets criteria but lacks interaction with learner	Uses some elements of the Curriculum in lesson, but does not tie them to presentation, or does not tie them together	Refers to the curriculum, but does not connect material to lesson	Does not involve the curriculum in the presentation
<i>Comments:</i>					
Is Familiar with Material <input data-bbox="312 618 384 693" type="checkbox"/>	<ul style="list-style-type: none"> • Fully conversant with concepts • Connects concept taught to surrounding concepts 	Shows understanding of concept but does not show understanding of its place within surrounding concepts	Demonstrates understanding of some, but not all elements of concept	Demonstrates only partial understanding of individual concepts or included elements	Shows no knowledge of concepts or elements Appears lost
<i>Comments:</i>					
Uses Technology Effectively <input data-bbox="312 959 384 1034" type="checkbox"/>	<ul style="list-style-type: none"> • Uses technology to enhance student learning • All media (ppts, videos, etc.) are shown and used correctly 	Some of the play buttons are skipped over, but the ones that are used are used effectively	<ul style="list-style-type: none"> • Uses some of the media, but not all • Video activity plays but instructor does not pause video to engage learners and 	Technology used incorrectly	Makes no attempt to use technology
<i>Comments:</i>					
Understands Terminology <input data-bbox="312 1317 384 1391" type="checkbox"/>	<ul style="list-style-type: none"> • Appears fluent in terminology • Demonstrates an understanding of definitions and how they relate to concepts 	Uses correct terminology, but doesn't fully demonstrate knowledge of terms	Terminology used is correct, but presenter relies on support material for definitions	Uses correct words but does not ascribe meaning to them	Does not use terminology at all, or uses it incorrectly
<i>Comments:</i>					

Instructor:	Excellent – 5pts	Adequate – 4pts	Basic – 3pts	Marginal – 2pts	Insufficient – 0pts
Presentation (continued)					
Use Questions Effectively, Appropriately <input data-bbox="312 477 382 550" type="checkbox"/>	<ul style="list-style-type: none"> • Questions are used throughout the lesson • Listens to learner responses and clarifies or re-teaches as necessary • Questions allow students to apply and/or expand learning/knowledge • Questions are on topic and objective specific • A variety of questions are used throughout the presentation 	<ul style="list-style-type: none"> • Questions are used well but not throughout presentation • Questions are on topic and relevant • Variety is limited • Questions do not occur throughout the presentation 	<ul style="list-style-type: none"> • Minimal relevant questions in presentation • Questions asked are related to the concept but not specific to the objective of the particular lesson 	<ul style="list-style-type: none"> • Questions are used, but are not related to topic or objective of lesson • Some questions are asked but are of limited connection to the concept 	<ul style="list-style-type: none"> • No questions are asked, or questions asked are not relevant and do not allow learners to apply learning • Questions asked are unrelated to the concept or objective
<i>Comments:</i>					
Responds to Learner Questions Effectively <input data-bbox="312 899 382 972" type="checkbox"/>	<ul style="list-style-type: none"> • Listens fully to questions • Provides answers that further learner understanding 	<ul style="list-style-type: none"> • Listens to questions • Responses are on topic/accurate but do not further understanding 	<ul style="list-style-type: none"> • Listens to questions • Responses are correct but digress from topic 	<ul style="list-style-type: none"> • Responds incorrectly • Response is either a result of poor listening or lack of knowledge 	Ignores questions entirely
<i>Comments:</i>					
Handles Learner Responses Effectively <input data-bbox="312 1273 382 1346" type="checkbox"/>	<ul style="list-style-type: none"> • Listens fully to responses • Provides cogent feedback designed to aid learner understanding 	<ul style="list-style-type: none"> • Listens to responses • Feedback is accurate but limited, or does not aid learner understanding 	<ul style="list-style-type: none"> • Listens to responses • Feedback provided is invalid, unrelated, or weak 	<ul style="list-style-type: none"> • Listens to responses but does not acknowledge or provide feedback 	Does not listen to or does not acknowledge learner responses
<i>Comments:</i>					
Presentation Score: _____/40					

Instructor:	Excellent – 5pts	Adequate – 4pts	Basic – 3pts	Marginal – 2pts	Insufficient – 0pts
Application					
Involves Class <input type="checkbox"/>	<ul style="list-style-type: none"> All the class is fully engaged 	<ul style="list-style-type: none"> Engages most of the class fully OR Limited engagement of all of the class 	<ul style="list-style-type: none"> Class is generally unengaged Instructor creates distraction 	Engages only one or two learners	No learner engagement
<i>Comments:</i>					
Uses Student Centered Activities <input type="checkbox"/>	<ul style="list-style-type: none"> Uses all the provided lesson activities Effectively uses activities to enhance learning 	<ul style="list-style-type: none"> Does not use all activities, but the ones used are effective OR Uses all activities but only some are effective 	<ul style="list-style-type: none"> Uses only some of the activities AND Not all those used are effective 	<ul style="list-style-type: none"> Activities were used in lesson but not effectively Learning was not enhanced by activities 	No student centered activities at all
<i>Comments:</i>					
Application Score: _____ /10					
Instructor:	Excellent – 4pts	Adequate – 4pts	Basic – 3pts	Marginal – 2pts	Insufficient – 0pts
Evaluation					
Uses Formative Assessments <input type="checkbox"/>	<ul style="list-style-type: none"> Directly related to lesson objectives Occurs throughout presentation and application as well as at the end of the lesson 	<ul style="list-style-type: none"> Directly related to lesson objectives Assessments occurs in application and in conclusion but not presentation 	<ul style="list-style-type: none"> Directly related to lesson objectives Assessment occurs in presentation and in conclusion but not application 	Directly related to objectives but only occurs at the end	Does not make any assessments or assessments made are not related to objectives
<i>Comments:</i>					
Uses Effective Assessment Strategies <input type="checkbox"/>	<ul style="list-style-type: none"> Observes performance and provides feedback Asks effective questions Evaluation addresses knowledge, attitude, and skill 	<ul style="list-style-type: none"> Observes performance and provides feedback Asks effective questions Evaluation does not address all three domains 	<ul style="list-style-type: none"> Provides minimal feedback Asks effective questions Evaluation does not address all three domains 	<ul style="list-style-type: none"> Does not provide feedback Asks effective questions Evaluation does not address all three domains 	<ul style="list-style-type: none"> Does not provide feedback Does not ask effective questions
<i>Comments:</i>					
Assigns Learner Work <input type="checkbox"/>	<ul style="list-style-type: none"> Clearly explains work Checks for learner understanding 	Clearly explains work	Assignments are unclear	Assignments are not given in timely manner (e.g. as a “by the way” while students are leaving class)	No assignments or tasks are given
<i>Comments:</i>					
Evaluation Score: _____ /15					

Total Score: _____ /70 = .____%

Calculate points earned: .____% x _____ possible pts. = _____ points earned

Classroom Evaluation Form

Practice Teacher Name: _____

Lesson Title: _____

Evaluated by: _____

Date: _____

____ 1st 30-Min. Lesson – 30 pts.____ 2nd 30-Min. Lesson – 30 Pts.

____ 60-Min. Lesson – 60 Pts.

<u>MOTIVATION:</u> Guidelines	Comments & Notes for Discussion	Did Instructor Meet Motivational Guidelines?					
		Yes	Some	Little	No	30 min.	60 min.
1. Introduction		1	.50	.25	0		
2. Previous Learning: Yesterday we...		1	.50	.25	0		
3. Main Topic/Objective: What am I learning?		1	.50	.25	0		
4. Benefits to Learning: Why am I learning it?		1	.50	.25	0		
5. Learning Activities: How am I learning?		1	.50	.25	0		
6. Time Frame: How long will it take?		1	.50	.25	0		
Add total from each column & multiply						x 1 = _	x 2 = _
6 pts. /30 min. lesson		12 pts. /60 min. lesson		Total Points Earned _____			

PRESENTATION: Guidelines	Comments & Notes for Discussion	Did Instructor Meet Presentation Guidelines?					
		Yes	Some	Little	No	30 min.	60 min.
7. Very familiar with lesson content, materials		1	.50	.25	0		
8. Appropriate terms, words & phrases		1	.50	.25	0		
9. Used visual aids properly in support of presentation		1	.50	.25	0		
10. Questions posed were appropriate for content and assessment of student learning		1	.50	.25	0		
11. Used a combination of types of questions		1	.50	.25	0		
12. Listens to student's questions and provides clear answer to the question asked		1	.50	.25	0		
13. Well modulated speech control		1	.50	.25	0		
14. Appropriate speaking volume		1	.50	.25	0		
15. Excellent and appropriate use of humor		1	.50	.25	0		
16. Appropriate body language & mannerisms		1	.50	.25	0		
17. Was poised and confident		1	.50	.25	0		
18. Good use of eye contact		1	.50	.25	0		
Add total from each column & multiply						x 1 = _	x 2 = _
12 pts. /30 min. lesson		24 pts. /60 min. lesson		Total Points Earned _____			

APPLICATION: Guidelines	Comments & Notes for Discussion	Did Instructor Meet Application Guidelines?					
		Yes	Some	Little	No	30 min.	60 min.
19. Actively involves students in the lesson		1	.50	.25	0		
20. Provides physical equivalent and/or mental rehearsal activities in preparation for in-car lessons		1	.50	.25	0		
21. Students practiced skills, procedures or knowledge during activity?		1	.50	.25	0		
22. Asks appropriate questions		1	.50	.25	0		
23. Assigns homework		1	.50	.25	0		
Add total from each column & multiply						x 1 = _	x 2 = _
		5 pts. /30 min. lesson	10 pts. /60 min. lesson	Total Points Earned _____			

EVALUATION: Guidelines	Comments & Notes for Discussion	Did Instructor Meet Evaluation Guidelines?					
		Yes	Some	Little	No	30 min.	60 min.
24. Occurs during and following the presentation and application steps		1	.50	.25	0		
25. Directly related to the stated objective(s) of the lesson		1	.50	.25	0		
26. Behaviorally oriented (knowledge, attitudes & skills)		1	.50	.25	0		
27. Uses questions		1	.50	.25	0		
28. Observes performance		1	.50	.25	0		
29. Student projects, self assessments		1	.50	.25	0		
30. Formal tests: entrance or exit exams, pop quizzes		1	.50	.25	0		
Add total from each column & multiply						x 1 = _	x 2 = _
7 pts. /30 min. lesson		14 pts. /60 min. lesson		Total Points Earned _____			

Total Score Earned: _____

Final Comments or Suggestions for the Practice-Teacher:

Overall Rating: _____ **Excellent** _____ **Good** _____ **Fair** _____ **Poor**

Classroom Presentation Critique Form

Instructor Candidate Name: _____

Lesson Title: _____ Date: _____

1. Language / Voice

Terms: ____ too complex ____ too simple ____ appropriate
Volume: ____ too loud ____ too soft ____ appropriate
Control: ____ cracking ____ uncertain ____ well-modulated

2. Eye Contact

____ avoided eye contact ____ with only parts of class
____ good eye contact throughout lesson

3. Use of Humor

____ avoided humor ____ humor seemed forced ____ too much humor
____ inappropriate/not funny ____ appropriate to the subject

4. Body Language

____ some distracting mannerisms ____ avoided distracting gestures
____ good, appropriate body language

Comments: _____

5. Familiarity with Lesson

____ very familiar with material ____ generally familiar with material
____ some difficulty with material ____ times of uncertainty

6. Followed 4-Phase Process

____ Followed lesson plan
____ Motivation / introduction (instructor explained each)
 ____ opening / welcome ____ importance / benefits of lesson
 ____ main topic ____ length / time of lesson
 ____ lesson objectives ____ lesson activities
 ____ relate topic/prior learning ____ evaluation process

____ Presentation

____ Application/Creative Activity – Comments:

____ Evaluation – Comments:

7. Use of Visual Aids

_____ unclear / uncertain use of aids _____ blocked view of aids
_____ turned / talked toward aids _____ used aids properly
_____ aids supported understanding of lesson

List: _____

8. Use of Questions

Number of questions _____ not enough _____ too many _____ appropriate #
Type of questions _____ combination of all types / good variety
_____ mainly overhead / undirected _____ mainly overhead / directed
_____ mainly deflecting _____ mainly inquire _____ mainly pre-directed

9. Handling Student Responses

_____ handled student responses well _____ built student esteem
_____ too abrupt toward some _____ insufficient praise
_____ negative handling of incorrect responses

10. Overall rating of Instructor Candidate Performance

_____ excellent _____ good _____ fair _____ poor

_____ Grade (from master trainer only)

Final supportive comments for practice teaching: _____

OVERVIEW & SUMMARY EVALUATION FORM

+ Effectively executed ✓ Executed – Poorly executed or not attempted N/A Not applicable

Starting the Lesson

Related to previous module / course

Stated the name and duration of the module

Stated the purpose of the module

Covered module objectives

Explained the benefits of the lesson

Relate subject matter to real world situations and prior learning

Identified exercises and activities

Concluding the Lesson

Reviewed / summarized module highlights

Use oral questions to evaluate students understanding

Evaluation was directly related to the stated objectives of lesson

Used formal test and / or assigned homework

Transitioned to the next module

NAME: _____

DATE: _____

UNIT NAME: _____

Candidate's Strong Points

Rate on a scale from 1 (poor) to 12 (good) for a max total of 24 points.

Starting the Lesson: _____

Overall Lesson Rating: _____

Areas Needing Improvement

(list any distracting mannerisms)

Concluding the Lesson: _____

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PEER TEACHING EVALUATION FORM

+ Effectively executed ✓ Executed – Poorly executed or not attempted N/A Not applicable

Starting the Lesson

	<input type="checkbox"/>	Used eye contact	<input type="checkbox"/>
Related to previous module / course	<input type="checkbox"/>	Used humor but not jokes	<input type="checkbox"/>
Stated the name and duration of the module	<input type="checkbox"/>	Asked questions often	<input type="checkbox"/>
Stated the purpose of the module	<input type="checkbox"/>	Posed problems and exercises	<input type="checkbox"/>
Covered module objectives	<input type="checkbox"/>	Provided realistic learning activities	<input type="checkbox"/>
Explained the benefits of the lesson	<input type="checkbox"/>	Provided hands-on practice	<input type="checkbox"/>
Relate subject matter to real world situations and prior learning	<input type="checkbox"/>		

Concluding the Lesson

Identified exercises and activities	<input type="checkbox"/>	Reviewed / summarized module highlights	<input type="checkbox"/>
-------------------------------------	--------------------------	---	--------------------------

During the Lesson

	<input type="checkbox"/>	Use oral questions to evaluate students understanding	<input type="checkbox"/>
Use simple language	<input type="checkbox"/>	Evaluation was directly related to the stated objectives of lesson	<input type="checkbox"/>
Use body language but avoid distracting mannerisms	<input type="checkbox"/>	Used formal test and / or assigned homework	<input type="checkbox"/>
Stay in control	<input type="checkbox"/>	Transitioned to the next module	<input type="checkbox"/>
Be yourself	<input type="checkbox"/>	NAME: _____	
Use visual aids	<input type="checkbox"/>	DATE: _____	
Was familiar with the lesson plan	<input type="checkbox"/>	UNIT NAME: _____	

Starting the Lesson - -

During the Lesson - -

**NUMBER OF
QUESTIONS ASKED**

Concluding the Lesson - -

**NUMBER OF
QUESTIONS ASKED**

Candidate's Strong Points

Areas Needing Improvement

(list any distracting mannerisms)

Rate on a scale from 1 (poor) to 12 (good) for a max total of 36.

Starting the Lesson: _____

Start Time: _____

During the Lesson: _____

Finish Time: _____

Concluding the Lesson: _____

Total Time: _____

Overall Lesson Rating: _____

Part III: Teaching and Learning Theories for Behind-the-Wheel Course

Instructor's Guide

Developed By:

The Association of National Stakeholders in Traffic Safety
Education

ANSTSE

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Behind-the-Wheel Evaluation Forms



2017 Driver Education Instructor Training

Part III: Teaching and Learning Theories for Behind-the-Wheel Course

Course Syllabus

Developed By:

The Association of National Stakeholders in Traffic Safety
Education

ANSTSE

Part III: Teaching and Learning Theories for Behind-the-Wheel Course

Course Description:

This course will help prepare you to become a behind-the-wheel instructor and to help the novice driver to develop vehicle operational skills. The purpose of the Behind-the-Wheel Teaching and Learning Theory Course is to train individuals to conduct in-vehicle driver education. The course is designed to provide learning activities that focus on preparing the prospective driver instructor to conduct activities, which will develop vehicle operational skills for the novice driver. Emphasis is placed on laboratory organization and administration, maintaining a learning environment, developing laboratory instructional modules, and the conduct of learning experiences.

Course Objectives:

- Develop and conduct learning activities to meet objectives for developing performances and behavior as identified in an approved Driver Education Curriculum.
- Identify resource materials for use in the driver education laboratory setting.
- Utilize and edit lesson plans for on-street instruction.
- Utilize or modify a route plan based on a behind-the-wheel lesson plan.
- Describe how to give directions that are simple and understandable.
- Describe when it may be necessary for the instructor to manage and take control of the vehicle.
- Demonstrate command and control of the vehicle.
- Understand and demonstrate in-vehicle teaching techniques.
- Demonstrate the various coaching techniques.
- Identify and describe the various types of in-vehicle evaluations.
- Demonstrate the methods for communicating and connecting with the classroom teacher, BTW teacher, teen, and parents.

Course Topics:

- **Lesson plans for in-vehicle instruction**
 - Lesson plan format
 - Different driving situations
 - On-street route development
 - BTW Activity
- **Managing the mobile classroom**
 - Preparing to drive
 - Giving directions
 - How to use mirrors during in- vehicle instruction
 - Challenges to in-vehicle training
 - Changing drivers and observer responsibilities
 - BTW Activity
- **In-vehicle teaching techniques**
 - Commentary teaching
 - Coaching the driver
 - In- vehicle instruction techniques
 - Evaluating and summarizing an in- vehicle lesson
 - BTW Activity
- **Driver evaluation**
 - Types and characteristics of in- vehicle evaluation
 - How to evaluate the driver
 - Providing feedback to the driver
 - BTW Activity
- **Command and Control of the Mobile Classroom**
 - Managing and Taking Control of the Vehicle
 - Utilizing a dual brake in the Vehicle
 - What to do in an emergency or collision
 - BTW Activity
- **Putting it All Together and Practice Teaching**
 - Overview of Part III
 - Peer Teaching Assignments
 - Lesson Plan Format
 - BTW Activity
- **Peer teaching driving route demonstrations**
 - Conducting a practice driving route
- **Coordination between classroom and behind-the-wheel instruction**
 - Coordinating and communicating with the classroom instructor
 - Transitioning and relating classroom content to classroom content

- **On-board technologies**
 - The role and use of on-board technologies
- **Optional –driving ranges and driving simulators**
 - The role and use of driving simulators
 - The role and use of driving ranges

Required Resources:

- ANSTSE Driver Education Instructor Training Curriculum Participant Workbook
- Approved driver education curricula
- Approved driver education textbook(s)
- State driver manual
- State traffic code
- State parent guide

Instructor Candidate/Participant Assignments and Grading:

- Full attendance of the course is mandatory for successful completion.
- During this course you will be required to participate in:
 - Planned activities
 - Group discussions
 - Questions and answers
- There will be a quiz at the end of every module, which you must complete with at least 80% accuracy. One retake is permissible.
- You must successfully deliver at least two on-road evaluations:
 - Each instructor candidate will deliver at least two on-road evaluations. Each evaluation will be assigned points.
 - You will be required to turn in lesson plans for each driving situation lesson being taught. Lesson plans must be typed.
- You must pass the end of course knowledge test with at least 80% accuracy.

Duration of Course: 35 hours (5 days in length)

Orientation

Behind-the-Wheel Theories Course Introduction and Overview

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Instructor Notes

Welcome **Welcome the instructor candidate's to the Behind-the-Wheel Theory Course.**



Section Time

Show **Slides 0-1 through 0-4**

Review The previous parts (I and II), if applicable and individual goals for Part III.

List Expectations of the course on a flip chart as they are mentioned.

Note This course can be used to train instructors for the management of behind-the-wheel training.

Activity Provide the instructor candidates with a course syllabus and focus upon the BTW program of driver education. Indicate what is expected of each instructor candidate.

State **The purpose and importance of the Behind-the-Wheel Theory Course.**



Section Time

Slide 0-5

Show

Course syllabus

Handout

Activity

Provide the instructor candidate with an approved driver education course syllabus that focuses upon the classroom and BTW portions of the driver education course. Highlight why it is important that the BTW utilizes those driving task concepts taught in the classroom program and that BTW builds upon these concepts.

Welcome and Purpose of the Behind-the-Wheel Theory Course

Welcome Welcome to the Behind-the-Wheel Theory course. We are pleased to be a part of this important course and look forward to working with all of you.

This course will help prepare you to become a behind-the-wheel instructor and to help the novice driver to develop vehicle operational skills.

Review of Part I In Part I Fundamental Concepts of Teaching and Learning you gained an understanding of the teaching and learning process and the knowledge, skills and attitudes necessary to teach driver education. The four steps of teaching and learning and the domains of learning were introduced. In this part, you learned how to use and modify a lesson plan, different types of questioning techniques and how to handle student responses and interact with students.

Review of Part II, if applicable In Part II Teaching and Learning Theories for Classroom you became a classroom instructor and practiced presenting content from a lesson plan. This part introduced strategies for classroom and time management and how to assess and evaluate students.

The purpose and importance of the Behind-the-Wheel Theory Course The purpose of the Behind-the-Wheel Theory Course is to train individuals to become professional instructors in driver education.

The course is designed to provide learning activities that focus on preparing the prospective driver educator to conduct activities, which will develop vehicle operational skills for the novice driver.

Emphasis is placed on laboratory organization and administration, maintaining a positive learning environment, developing laboratory instructional modules, and the conduct of learning experiences.

Instructor Notes

Cover **The objectives of the Behind-the-Wheel Theory Course.**

Show **Slides 0-6 through 0-7**

Emphasize These are the objectives of the course.

Activity Use the whiteboard or PowerPoint slide to highlight and discuss the purpose and objectives of this course.



Section Time

Objectives of the Behind-the-Wheel Theory Course

Objectives of the Behind-the-Wheel Theory Course

Upon successful completion of this **course**, the IC will be able to:

- Develop and conduct learning activities to meet objectives for developing performances and behavior as identified in an approved Driver Education Curriculum.
- Identify resource materials for use in the driver education laboratory setting.
- Utilize and edit lesson plans for on-street instruction.
- Utilize or modify a route plan based on a behind-the-wheel lesson plan.
- Describe how to give directions that are simple and understandable.
- Describe when it may be necessary for the instructor to manage and take control of the vehicle.
- Demonstrate command and control.
- Understand and demonstrate in-vehicle teaching techniques.
- Demonstrate the various coaching techniques.
- Identify and describe the various types of in-vehicle evaluations.
- Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

Instructor Notes

Activity Before discussing the course requirements, ask the instructor candidates what they would expect to learn in a course titled “BTW theories.”



Section Time

Cover **The course completion requirements.**

Show **Slide 0-8**

Note Indicate how to make up missed time/work, if applicable.

Note [Cover any additional State course completion requirements, if applicable.]

Explain That more details on the presentations and grading will be discussed later in the course.

Note The attendance policy must be clearly stated to the instructor candidates.

Emphasize Attendance in this training program is essential to become a professional driver education instructor.

Course Completion Requirements

Course completion requirements

1. Full attendance of the course is mandatory for successful completion of the course.
2. Indicate how to make up missed time/work, if applicable.
3. During this course you will be required to participate in:
 - Planned activities
 - Group discussions
 - Questions and answers
4. There will be a quiz at the end of every module, which you must complete with at least 80% accuracy. One retake is permissible.
5. You will be required to turn in lesson plans for each driving environment lesson being taught. Lesson plans must be typed.
 - Must follow the Standard Lesson Plan Format.
6. You will be evaluated at least two times. These will be on-road evaluations. Please note that class size will determine if a third evaluation will be used.
 - Evaluations will be worth 75% of your grade.
7. You will be administered a final exam at the end of course. You must pass the end of course (multiple choice) knowledge test with at least 80% accuracy.
 - The final exam will be worth 25% of your grade.

Instructor Notes

- Handout** **The course agenda.**
- Review** The course agenda with the instructor candidates.
- Note** See sample course agenda in Part III Addendum.
- Show** **Slides 0-9 through 0-10**



Section Time

Course Agenda

Course agenda The instructor will handout a course agenda.

- **Module 1** – Lesson Plans for In-Vehicle Instruction
- **Module 2** – Managing the Mobile Classroom
- **Module 3** – In-Vehicle Teaching Techniques
- **Module 4** – Driver Evaluation
- **Module 5** –Command and Control of the Mobile Classroom
- **Module 6** – Putting it All Together and Practice Teaching
- **Module 7** – Peer Teaching Driving Route Demonstrations
- **Module 8** – Coordination Between BTW and Classroom
- **Module 9** –On-Board Technologies
- **Module 10** – BTW Course Wrap-Up
- **Module 11** – BTW Knowledge Test
- **Addendum Module C** – Driving Ranges and Driving Simulators

Instructor Notes

Module Summary Summarize the purpose of this module “Behind-the-Wheel Theories Course Introduction and Overview.”



Section Time

Summarize The module topics.

Summarize The information that was presented in the module.

Show **Slides 0-11 through 0-12**

Evaluate The instructor candidates understanding of the lesson by asking questions and assessing answers.

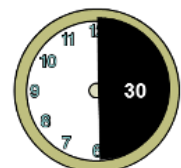
Ask A few short questions at the end of the lesson to evaluate the students’ understanding.

1. What is the purpose of the Behind-the-Wheel Theory Course?
2. What are the objectives of the Behind-the-Wheel Theory Course?

Questions and Answers Allow instructor candidates to ask questions for additional information or clarification if needed. Do not answer questions on content that will be covered later in the course.

Transition The next module will cover lesson plans for in-vehicle instruction.

Note Take a short break if needed.



Elapsed Time

Module Summary

Module Summary

The purpose of the Behind-the-Wheel Theory Course is to train individuals to become professional instructors in driver education. The course is designed to provide learning activities that focus on preparing the prospective driver educator to conduct activities, which will develop vehicle operational skills for the novice driver. Emphasis is placed on laboratory organization and administration, maintaining a positive learning environment, developing laboratory instructional modules, and the conduct of learning experiences.

This module covered four topics:

- Purpose and objectives of the course.
- Course completion requirements.
- Course agenda.
- Ground rules.

The information that was presented in this module is essential for understanding the purpose and objectives of the behind-the-wheel theory course and the course requirements.

Transition

The next module will cover lesson plans for in-vehicle instruction.

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Instructor Training Agenda Sample

Part III Behind-the-Wheel Teaching and Learning Theories Course

Day 1

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:30 am	Orientation – Course Introduction and Overview (30 minutes)
8:30 - 9:30 am	Module 1 – Lesson Plans for In-Car Instruction – Classroom (2 hours)
9:45 - 10:45 am	Module 1 – Lesson Plans for In-Car Instruction – Classroom (Continued)
10:45 - Noon	Module 1 – Lesson Plans for In-Car Instruction – BTW (3 hours)
Noon - 1:00 pm	Lunch
1:00 - 2:45 pm	Module 1 – Lesson Plans for In-Car Instruction – BTW (Continued)
3:00 - 5:00 pm	Module 2 – Managing the Mobile Classroom – Classroom (2 hours)

Note: Includes Breaks

Day 2

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:15 am	Review of Previous Day
8:15 - 10:15 am	Module 2 – Managing the Mobile Classroom – BTW (2 hours)
10:30 - Noon	Module 3 – In-Car Teaching Techniques (Coaching and Correcting) – Classroom (3 hours)
Noon - 1:00 pm	Lunch
1:00 - 2:30 pm	Module 3 – In-Car Teaching Techniques (Coaching and Correcting) – Classroom (Continued)
2:30 - 5:00 pm	Module 4 – Driver Evaluation – Classroom (2.5 hours)

Note: Includes Breaks

Day 3

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:15 am	Review of Previous Day
8:15 - 10:00 am	Module 3 In-Car Teaching Techniques and Module 4 Driver Evaluation– BTW (1 hour 45 minutes)
10:15 - 11:15 am	Module 5 – Command and Control of the Mobile Class – Classroom (1 hour)
11:15 - Noon	Module 5 – Command and Control of the Mobile Class – BTW (1.5 hours)
Noon - 1:00 pm	Lunch
1:00 - 1:45 pm	Module 5 – Command and Control of the Mobile Class – BTW Continued
1:45 - 2:45 pm	Module 6 – Putting it All Together and Practice Teaching – Classroom (1 hour)
3:00 - 5:00 pm	Module 6 – Putting it All Together and Practice Teaching – BTW (5 hours 45 minutes)

Note: Includes Breaks

Part III Behind-the-Wheel Teaching and Learning Theories Course continued

Day 4

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:15 am	Review of Previous Day
8:15 - Noon	Module 6 – Putting it All Together and Practice Teaching – BTW continued
Noon - 1:00 pm	Lunch
1:00 - 5:00 pm	Module 7 – Peer Teaching Driving Route Demonstrations – BTW (6.5 hours)

Note: Includes Breaks


Day 5

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 8:15 am	Review of Previous Day
8:15 - 9:45 am	Module 7 – Peer Teaching Driving Route Demonstrations BTW continued
10:00 - 11:00 am	Module 8 – Coordination Between BTW Instruction and Classroom – Classroom (1 hour if not already conducted in Part II)
11:00 - Noon	Module 9 – On-Board Technologies (1 hour)
Noon - 1:00 pm	Lunch
1:00 - 1:45 pm	Module 10 – BTW Teaching and Learning Theory Course Wrap-Up (45 minutes)
2:00 - 3:30 pm	Module 11 – BTW Teaching and Learning Theory Knowledge Test (1 hour)
3:30 - 5:00	Part III Addendum Module C – Driving Ranges and Simulators (1.5 hours) – optional

Note: Includes Breaks

Orientation

Behind-the-Wheel Theory Course
Introduction and Overview




Slide 0-2

Welcome!

This course will:

- ▶ Help prepare you to become a behind-the-wheel driver education instructor
- ▶ Be able to help novice drivers develop vehicle operational skills

Orientation PW page 0-2



Slide 0-3

Review of Part I

- ▶ Gained an understanding of teaching and learning process.
- ▶ Knowledge, skills and attitudes necessary to teach.
- ▶ Four steps of teaching and learning.
- ▶ Domains of learning.
- ▶ Use and modify a lesson plan.
- ▶ Different types of questioning techniques.
- ▶ How to handle student responses and interact with students.

Orientation PW page 0-2

Slide 0-4

Review of Part II, if applicable

- ▶ Became a classroom instructor.
- ▶ Practiced presenting content from a driver education lesson plan.
- ▶ Learned strategies for classroom and time management.
- ▶ Learned how to assess and evaluate students.


Orientation PW page 0-2

Slide 0-5

Purpose of Course

- ▶ To train individuals to become professional instructors in driver education.
- ▶ Prepare the prospective driver educator to conduct activities, which will develop vehicle operational skills for the novice driver.

Orientation PW page 0-2




Slide 0-6

Objectives of the Course

Upon successful completion of this **course**, the IC will be able to:

- ▶ Develop and conduct learning activities to meet objectives for developing performances and behavior as identified in an approved Driver Education Curriculum.
- ▶ Identify resource materials for use in the driver education laboratory setting.
- ▶ Utilize and edit lesson plans for on-street instruction.
- ▶ Utilize or modify a route plan based on a behind-the-wheel lesson plan.
- ▶ Describe how to give directions that are simple and understandable.


Orientation PW page 0-3



Slide 0-7

Objectives of the Course cont.


- ▶ Describe when it may be necessary for the instructor to manage and take control of the vehicle.
- ▶ Demonstrate command and control.
- ▶ Understand and demonstrate in-vehicle teaching techniques.
- ▶ Demonstrate the various coaching techniques.
- ▶ Identify and describe the various types of in-vehicle evaluations.
- ▶ Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen and parents.

Orientation PW page 0-3 

Slide 0-8

Course Completion Requirements


- ▶ Full attendance of the course is mandatory.
- ▶ Planned activities
- ▶ Group discussions
- ▶ Questions and answers
- ▶ Pass Module quizzes with 80% or greater.
- ▶ Conduct two on-road evaluations.
- ▶ Pass End-of-Course knowledge test with 80% or greater.

Orientation PW page 0-4 

Slide 0-9

Agenda


- ▶ **Module 1** – Lesson Plans for In-vehicle Instruction
- ▶ **Module 2** – Managing the Mobile Classroom
- ▶ **Module 3** – In-vehicle Teaching Techniques
- ▶ **Module 4** – Driver Evaluation
- ▶ **Module 5** – Command and Control of the Mobile Classroom
- ▶ **Module 6** – Putting it All Together and Practice Teaching

Orientation PW page 0-5 

Slide 0-10

Agenda


- ▶ **Module 7** – Peer Teaching Driving Route Demonstrations
- ▶ **Module 8** – Coordination Between BTW and Classroom
- ▶ **Module 9** – On-Board Technologies
- ▶ **Module 10** – BTW Course Wrap-Up
- ▶ **Module 11** – BTW Knowledge Test
- ▶ **Addendum Module C** – Driving Ranges and Driving Simulators

Orientation PW page 0-5 

Slide 0-11

Module Summary


- ▶ The information that was presented in this module is essential for understanding the purpose and objectives of the behind-the-wheel theory course and the course requirements.

Orientation PW page 0-6 

Slide 0-12

Questions?

?

Orientation ANSTSE 

Module 1

**Lesson Plans for In- Vehicle
Instruction**

Instructor Notes

Activities

Activity #1: BTW Lesson Plan

Provide IC's with a sample BTW lesson plan and go into detail on each of the components and the importance of each in the lesson plan.

Activity #2: Off-Street Parking or Driving Range Diagram

Show IC's an off-street parking or multiple-vehicle driving range facility diagram and describe the main features which can be utilized for beginning drivers.

Activity #3: Components of Residential Driving

Activity #4: Components of Open Highway Driving

Activity #5: Components of Urban Environment

Activity #6: Components of Expressway Driving

Activity #7: Components of Night Driving

Have the IC's identify and describe the main components of each driving environment and view a video on driving in the specific environment. Then discuss the main components.

Activity #8: Developing Routes

Using a local map or google maps have the IC's practice designing a route using maps.

BTW Activity

Provide instructor candidates with an understanding of how a behind-the-wheel lesson is conducted by modeling a lesson.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Note: Module 1 PowerPoint Slides takes a long time to open so make sure it is open prior to the class starting. It has video incorporated which makes the file bigger.

Module Contents

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Activity #2: Off-Street Parking or Driving Range Diagram	1-4
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Activity #4: Components of Moderate Speed, Light Traffic (Open Highway/Rural) ...	1-9
Activity #5: Components of a Moderate Speed, Dense Traffic (Suburban/Urban/Business District) Environment	1-11
Activity #6: Components of High Speed, Moderate and Heavy Traffic (i.e. Expressway)	1-12
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Instructor Notes

Discuss

Module Overview

Prior to this module, we described the purpose of the BTW instructor course and the overall objectives of the course. Now it's time to focus on in-vehicle instruction lesson plan development.



Slides 1-1 through 1-4

Show

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC's will be evaluated
8. Length of module (2 hrs classroom and 3 hrs BTW)
9. How the module will benefit the IC in the real world

Remind IC's to stop you if they have any questions.

Note:

Key Words: Write the following key words on the board. Explain that they will be defined as you proceed through the module.

Expressway	Off-street lessons	Open highway/rural
Residential	Night driving	Suburban, Urban/business district

Note: Remind IC to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module, you were provided with the Behind-the-Wheel Theory Introduction and Overview.
2. This module is titled “Lesson Plans for In-Vehicle Instruction.”
3. The purpose of this module is to give you an understanding of the in-vehicle instruction lesson plan structure.
4. This module will cover three topics:
 - Lesson plan format
 - Different driving environments
 - On-street route development
5. By the end of this module, you will be able to:
 - Modify and utilize lesson plans for on-street instruction, based on lesson plan objectives.
 - Describe the five different driving environments.
 - Modify and utilize on-street driving routes for all environments and for evaluation.
 - Describe the importance of planning for night driving in driver education.
6. During the module, you will be required to participate in group discussion and activities lead by the instructor. At the end of the module you will participate in a BTW activity to demonstrate your understanding of the content.
7. During the module, you will be evaluated through questions and answers. There will be a 10-point quiz at the end of the module which you must complete with at least 80% accuracy.
8. This module will last approximately 2 hours in the classroom and 3 hours behind-the-wheel.
9. This module will help you to modify and utilize BTW lesson plans and driving routes, understand the different driving environments, and the importance of night driving in driver education.

Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Expressway	Off-street lessons	Open highway/rural
Residential	Night driving	Suburban, Urban/business district

Instructor Notes

Introduce **Section 1: Lesson Plan Format**



Section Time

Discuss **The in-vehicle lesson plan format and its various components.**

Show **Slides 1-5 through 1-7**

Hand out The sample in-vehicle instruction lesson plan.

Explain The content and layout.

Emphasize The driving skills which were discussed, highlighted, demonstrated, practiced and perfected in the driving task course needs to be included in the lesson plans for in-vehicle instruction.

Activity **Activity #1: BTW Lesson Plan**

Show **Slide 1-8**

The instructor should provide the instructor candidate with a sample BTW lesson plan which includes the necessary components for appropriately teaching a beginning driver that particular lesson. The instructor should go into detail on each of the components and the importance of each in the lesson plan.

Section 1: Lesson Plan Format

Introduction Section 1 will discuss the in-vehicle lesson plan format and its various components, the definition of off-street lessons and the various off-street tasks that can be performed.

The in-vehicle lesson plan format and its various components

The cover page of each lesson plan shall include:

- Overall goals or objectives will be listed first for the lesson.
- The required entry level for the lesson will be described.
- Any resources that are needed to teach the lesson.
- Assignments or reading for the lesson.

Each page following the cover page will include one instructional objective. Each instructional objective shall include:

- The instructional objective shall be written out in sentence form.
- Content for the instructional objective.
- Learning activities, which will help support the objective.
- Learning activities for observers, if applicable.
- Anticipated problems, which may arise during the teaching of the objective.
- Method of evaluation. How are the students going to be evaluated on that particular objective?
- Materials, equipment and resources needed.

A copy of the route should be attached to the lesson plan as well. This should be typed and written in manner that is easy to follow.

Activity

Activity #1: BTW Lesson Plan

Your instructor will provide you with a sample BTW lesson plan to review in detail.

Instructor Notes

Ask The instructor candidates what are off-street lessons?

Discuss **The definition of off-street lessons.**

Show **Slides 1-9 through 1-12**

Activity **Activity #2: Off-Street Parking or Driving Range Diagram**

Show **Slide 1-13**

Using a media device (whiteboard, chalkboard, PPT) show an off-street parking or multiple-vehicle driving range facility diagram. Show some of the main features an instructor can utilize with beginning drivers on such a facility. Refer to Google Earth picture of the area.

Section 1: Lesson Plan Format

Off-street lessons

Those driving skills needed before driving in the various on-street environments.

- Parking lots
- Multiple-car driving ranges

Activity

Activity #2: Off-Street Parking or Driving Range Diagram

Your instructor will show and describe an off-street parking or multiple-car driving range facility diagram to practice driving tasks.

Instructor Notes

Discuss **The various off-street tasks that can be performed outside the vehicle.**

Show **Slide 1-14**

Emphasize That driving tasks can be taught and practiced in an off-street facility.

Discuss **The various off-street tasks that can be performed inside the vehicle.**

Show **Slide 1-15**

Discuss **Example of vehicle checks – LSMILE**

Show **Slide 1-16**

Section 1: Lesson Plan Format

- Off-street tasks that can-be performed outside the vehicle
- Pre-start procedures.
 - Outside vehicle checks
 - Tires
 - Lights
 - Debris
 - Damage
 - Fluids

-
- Off-street tasks that can-be performed inside the vehicle
- Inside vehicle checks and adjustments
 - Items secured
 - Phone off
 - Adjust head restraint and seat position
 - Adjust mirrors
 - Gas gauge
 - Lock doors

Example of vehicle checks

LSMILE

L – lock doors
S – seat belt, seat, steering wheel
M – mirrors
I – ignition
L – lights
E – e-brake or parking brake

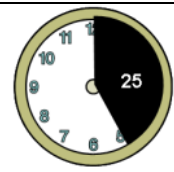
Instructor Notes

Discuss The various off-street tasks that can be performed.

Show Slide 1-17

Emphasize The activities listed in Slide 1-17 progress from the simple to complex.

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: Lesson Plan Format

Off-street tasks
that can-be
performed

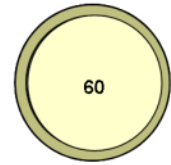
- Ignition procedures.
- Preparing to move.
- Stopping procedures.
- Tracking forward and backwards.
- Lane change procedures.
- Left turn procedures.
- Right turn procedures.
- Three-point turnabouts.
- Angle and perpendicular parking.
- Parallel parking.
- Responding to driver errors and vehicle failures.

Section 1
Summary

This section covered the lesson plan format, definition of off-street lessons and the various off-street tasks that can be performed.

Instructor Notes

Introduce **Section 2: Different Driving Environments**



Section Time

Discuss **The five different driving environments.**

Show **Slide 1-18**

Discuss **Components of low-speed, light traffic (i.e. residential).**

Show **Slides 1-19 through 1-21**

Section 2: Different Driving Environments

Introduction Section 2 will discuss the five different driving environments and their components.

The five different driving environments The five driving environments are:

1. Low-speed, light traffic (i.e. residential)
2. Moderate speed, light traffic (i.e. open highway/rural)
3. Moderate speed, dense traffic (i.e. suburban/urban/ business district)
4. High speed, moderate and heavy traffic (i.e. expressway)
5. Night driving

- Low-speed, light traffic (residential) environment
- Low-speed, light traffic (residential) environment description.
 - Minimal traffic.
 - Low speeds (5-25mph)
 - Traffic controls consist mainly of pavement markings and signs.
 - Two-way and one-way streets.
 - Open and blind intersections.
 - Low-speed, light traffic (residential) objectives. Suggested maneuvers or skills include:
 - Entering/leaving the flow of traffic.
 - Negotiation intersections.
 - Identifying traffic controls.
 - Eye habits and practices (eye searching, checking mirrors, checking over shoulder, looking left, right, left for traffic, looking through turns)
 - Interacting with other users.
 - Negotiating turnabouts
 - Negotiating roundabouts/traffic circles
 - Parking on uphill/downhill grades.
 - Yielding/right-of-way
 - Low-speed, light traffic (residential) learning sets.
 - Lane change maneuvers (entering/leaving traffic)
 - Negotiating intersections
 - Single stops/double stops or safety stop/blind intersections
 - Two-way/one-way streets
 - Left and right turns
 - Negotiating two-point turnabouts
 - Negotiating three-point turnabouts

Instructor Notes

Discuss **Components of low-speed, light traffic (i.e. residential) – continued.**

Show **Slides 1-22 through 1-24**

Emphasize That instructor candidates will have the opportunity to observe and practice identifying anticipated problems and common errors later in the course.

Identify Have instructor candidate identify from the sample in-vehicle lesson plans provided, which lessons could be used for this driving environment.

Activity **Activity #3: Components of Low Speed, Light Traffic (Residential Driving)**

Show **Slide 1-25**

Video **Slide 1-26**

Have the instructor candidates identify and describe the main components of residential driving. You may use a media device (whiteboard, chalkboard, PowerPoint presentation) to assist with this. The instructor candidates will view an appropriate video on driving in a residential environment and relate their previous discussion on the main components of residential driving to what was shown in the video. The video has no narration, but the instructor can explain the environment in the video.

Section 2: Different Driving Environments

The low-speed, light traffic (i.e. residential) environment

- Anticipated problems and common errors that may occur in the low-speed, light traffic (i.e. residential) environment.
 - Failing to check blind spot on lane changes.
 - Failing to check mirror at least once each block.
 - Improper lane position for intersection maneuvers (one-way and two-way streets).
 - Failing to stop properly.
 - Failing to stop for pedestrians.
 - Waiting to turn left with wheels pointed left.
 - Failing to search two-three times properly.
 - Failing to sight through turns.
 - Failing to follow curb radius on right turns.
 - Dry steering turnabouts.
 - Failing to recognize and obey signs, signals and pavement markings.
- Low-speed, light traffic (i.e. residential) learning activities.
 - Check licenses or permits, as applicable.
 - Introduction to the lesson. Describe the environment and objective that needs accomplished.
 - Introduce learning activities for observers. This may include the checklist for basic maneuvers or observation check sheet for eye habits (from the approved curricula).
 - End of lesson summarize students strong/weak points.

Activity

Activity #3: Components of Low Speed, Light Traffic (Residential Driving)

Your instructor will lead a discussion on the main components of residential driving. You will then view a video on driving in a residential environment and relate your previous discussion on the main components of residential driving to what was shown in the video.

Instructor Notes

Discuss **Moderate speed, light traffic (i.e. Open highway/rural).**

Show **Slides 1-27 through 1-30**

Emphasize That instructor candidates will have the opportunity to observe and practice identifying anticipated problems and common errors later in the course.

Identify Have instructor candidate identify from the sample in-vehicle lesson plans provided, which lessons could be used for this driving environment.

Activity **Activity #4: Components of Moderate Speed, Light Traffic (Open Highway/Rural) Environment**

Show **Slide 1-31**

Video **Slide 1-32**

Have the instructor candidates identify and describe the main components of open highway/rural driving. You may use a media device (whiteboard, chalkboard, PowerPoint presentation) to assist with this. The instructor candidates will view an appropriate video on driving in an open highway/rural environment and relate their previous discussion on the main components of open highway/rural driving to what was shown in the video. The video has no narration, but the instructor can explain the environment in the video.

Section 2: Different Driving Environments

Moderate speed, light traffic (i.e. Open highway/rural)

- Moderate speed, light traffic (Open highway) description.
 - Variable speeds (35-55).
 - Moderate traffic.
 - Variable sight distance.
 - Various traffic controls.
 - Multiple lanes.
 - Shopping centers.
- Moderate speed, light traffic (Rural) description.
 - Variable speeds (35-55).
 - Moderate traffic.
 - Variable lane widths.
 - Hill and curves.
 - Limited space.
 - Limited sight distance.
 - Limited pavement markings and traffic controls.
- Moderate speed, light traffic (Open highway/rural) objectives. Suggested maneuvers or skills include:
 - Vehicle control.
 - Sight distance.
 - Identifying traffic controls.
 - Lane selections and positioning
 - Gap selection.
 - Communicating
 - Moving lane changes.
 - Negotiating shopping centers.
- Anticipated problems and common errors that may occur in the moderate speed, light traffic (open highway/rural) environment.
 - Improper speed control.
 - Entering curves too fast.
 - Failing to scan ahead.
 - Dropping off the roadway and onto the shoulder.
 - Failing to use mirrors.
 - Failing to identify traffic controls.
 - Improper lane positioning.

Activity

Activity #4: Components of Moderate Speed, Light Traffic (Open Highway/Rural)

You will view a video on driving in an open highway environment and relate your previous discussion on the main components of open highway driving to what was shown in the video.

Instructor Notes

Discuss **Moderate speed, dense traffic (i.e. Suburban/Urban/business district).**

Show **Slides 1-33 through 1-36**

Emphasize That instructor candidates will have the opportunity to observe and practice identifying anticipated problems and common errors later in the course.

Identify Have instructor candidate identify from the sample in-vehicle lesson plans provided, which lessons could be used for this driving environment.

Section 2: Different Driving Environments

Moderate speed, dense traffic (i.e. Suburban/Urban/business district)

- Moderate speed, dense traffic (i.e. Suburban /Urban/business district) description.
 - Maximum number of users.
 - Reduced speeds (25-35mph).
 - Multiple traffic lanes and intersections.
 - Complex intersections.
 - Limited space and visibility.
 - One-way/two-way streets.
 - Alleyways.
 - Multiple traffic control devices.
 - Parking garages.
- Moderate speed, dense traffic (i.e. Suburban /Urban/business district) objectives.

Suggested maneuvers or skills include:

 - Systematic search patterns.
 - Visual search and identification.
 - Interacting with a large number of users.
 - Negotiating a variety of intersections.
 - Designated turn lanes.
 - Roundabouts.
 - Using parking garages.
 - Maintaining space.
 - Timing.
 - Selecting path of travel.
 - Communicating.
 - Parallel parking/Angle parking/Perpendicular parking.
 - Backing.
 - Responding to traffic control devices.
- Anticipated problems and common errors that may occur in the moderate speed, dense traffic (i.e. Suburban /Urban/business district).
 - Improper lane change procedures.
 - Improper lane selection or path of travel.
 - Failing to search ahead and at intersections.
 - Failing to scan through turns.
 - Speed control.
 - Not communicating.
 - Failure to respond to traffic control devices.
 - Failing to stop for pedestrians.
 - Improper lane changes procedures.

Instructor Notes

Activity **Activity #5: Components of a Moderate Speed, Dense Traffic (Suburban/Urban/Business District) Environment**

Show **Slide 1-37**

Video **Slide 1-38**

Have the instructor candidates identify and describe the main components of urban/business district driving. You may use a media device (whiteboard, chalkboard, PowerPoint presentation) to assist with this. The instructor candidates will view an appropriate video on driving in an urban/business district environment and relate their previous discussion on the main components of urban/business district driving to what was shown in the video. The video has no narration, but the instructor can explain the environment in the video.

Section 2: Different Driving Environments

Activity

Activity #5: Components of a Moderate Speed, Dense Traffic (Suburban/Urban/Business District) Environment

Your instructor will lead a discussion on the main components of a suburban/urban environment. You will then view a video on driving in a suburban/urban environment and relate your previous discussion on the main components of suburban/urban driving to what was shown in the video.

Instructor Notes

Discuss **High speed, moderate and heavy traffic (i.e. Expressway).**

Show **Slides 1-39 through 1-41**

Emphasize That instructor candidates will have the opportunity to observe and practice identifying anticipated problems and common errors later in the course.

Identify Have instructor candidate identify from the sample in-vehicle lesson plans provided, which lessons could be used for this driving environment.

Activity **Activity #6: Components of High speed, moderate and heavy traffic (Expressway)**

Show **Slide 1-42**

Video **Slide 1-43**

Have the instructor candidates identify and describe the main components of expressway driving. You may use a media device (whiteboard, chalkboard, PowerPoint presentation) to assist with this. The instructor candidates will view an appropriate video on driving in an expressway environment and relate their previous discussion on the main components of expressway driving to what was shown in the video. The video has no narration, but the instructor can explain the environment in the video.

Section 2: Different Driving Environments

High speed, moderate and heavy traffic (i.e. Expressway) environment

- High speed, moderate and heavy traffic (i.e. Expressway) description.
 - High speeds (55-70mph)
 - Divided by some barrier.
 - Moderate to high volume of traffic
 - Variety of exchanges.
 - Limited access.
- High speed, moderate and heavy traffic (i.e. Expressway) objectives.
Suggested maneuvers or skills include:
 - Entering and exiting.
 - Interacting with other users.
 - Identifying critical areas.
 - Sign usage.
 - Speed control.
 - Steering control.
 - Passing without exceeding the speed limit.
- Anticipated problems and common errors that may occur in the high speed, moderate and heavy traffic (i.e. Expressway).
 - Fluctuation in speed.
 - Poorly paced lane changes.
 - Improper use of exit and entrance ramps.
 - Improper lane change procedures.
 - Failure to scan well in advance.

Activity

Activity #6: Components of High speed, moderate and heavy traffic (i.e. Expressway)

Your instructor will lead a discussion on the main components of an expressway environment. You will then view a video on driving in an expressway environment and relate your previous discussion on the main components of expressway driving to what was shown in the video.

Instructor Notes

- Discuss** **Night driving**
- Show** **Slides 1-44 through 1-45**
- Emphasize** Night driving environments should progress from lighter to heavier traffic areas.

Activity **Activity #7: Components of Night Driving**

Show **Slide 1-46**

Video **Slide 1-47**

Using a media device (whiteboard, chalkboard, PowerPoint presentation), the instructor will have the instructor candidates identify and describe the main components of night driving. The instructor candidates will view an appropriate video on driving at night and relate their previous discussion on the main components of night driving to what was shown in the video. The video has no narration, but the instructor can explain the environment in the video.

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto Section 3.



Elapsed Time

Section 2: Different Driving Environments

Night driving Night driving is one driving condition that should be included in driver education instruction if possible. Characteristics are the same as those with other routes, but with significantly reduced visibility.

Objectives for night driving:

- Preparing to drive (clean windshield).
- Searching and evaluating with the use of headlights.
- Speed control and tracking
- Reducing the risks at night with high/low beam use and speed control.

Night driving environments should progress from lighter to heavier traffic areas.

Activity

Activity #7: Components of Night Driving

Your instructor will lead a discussion on the main components of night driving. You will then view a video on driving at night and relate your previous discussion on the main components of night driving to what was shown in the video.

Section 2
Summary

This section covered the five different driving environments and their components.

Instructor Notes

Introduce

Section 3: On-Street Route Development



Section Time

Discuss

Guidelines for on-street route development.

Show

Slides 1-48 through 1-50

Explain

To the instructor candidates that there are guidelines that need to be followed when developing on-street routes.

Section 3: On-Street Route Development

Introduction

Section 3 will discuss how to develop on-street routes.

Guidelines for on-street route development

1. Always work from the simple to the more complex environments.
2. All lessons must start and end at a set location, preferably the driving school.
3. The characteristics of the environment must match with the objectives in the lesson plan.
4. Every on-street route must allow for:
 - An introduction.
 - A demonstration of skills.
 - Repetitious practice.
 - Assessments.
5. The instructor must be very familiar with the routes. The routes will be pre-planned and utilized for all courses.
6. Each route must contain:
 - Ideally twenty to thirty instructional minutes per student, but no more than ninety minutes per student.
 - Time for directions.
 - Static and dynamic situations.
 - Simple to complex situations

Instructor Notes

Discuss **Steps for setting up a route.**

Show **Slides 1-51 through 1-52**

Emphasize In most cases routes will already be established for you.
However, it is important learn how routes are established.

In some cases, you may need to modify existing routes.

Section 3: On-Street Route Development

Steps for setting up a route

1. Get a large map that shows streets and secondary roads in the area you want the route(s). (Note: You should have a pre-planned back-up route to use in case your normal route becomes blocked.)
2. If you are not familiar with the area, try to enlist the assistance of someone who is.
3. Lay out a route on the map (or a copy of the map).
 - Start at the driving school.
 - Then begin to fill in the places for the desired maneuvers.
4. Drive the potential route several times to see if the maneuvers will meet the requirements.
 - Look for locations for the maneuvers you could not locate on a map.
5. Repeat steps 3 and 4 until you are satisfied that you have a complete route.
6. Make a final tour of the route and note where you would give the driver directions for each maneuver and for general travel.

Instructor Notes

Discuss **Steps for setting up a route.**

Show **Slides 1-53 through 1-54**

Activity **Activity #8: Developing Routes**

Slide 1-55

Using a local map or google maps practice designing a route using maps.

Note The purpose of this activity is to give the instructor candidates a general idea of how a route is established. They are not expected to develop a route in this course.

Section Summary Give a brief summary of Section 3. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 3: On-Street Route Development

Steps for setting up a route

7. Make a list of the environments on the route.
 - For each environment give:
 - the type of maneuver
 - the location
 - the point at which the directions are to be given; and
 - the directions to be given to the driver
 - Depending on how familiar you are with the area, it often takes one to two days to set up a good route.
 - There is no minimum or maximum length for the route.
 - The route is adequate when it allows the driver to meet the objectives of the behind-the-wheel lesson plan.
 - You can modify the route to make it more efficient.
 - You should have an alternate route in case of construction or traffic jams.
 8. As you become an established instructor you may need to pick students up at their home or other designated points. You will need to be completely familiar with the local area and lesson plan objectives. Considerable planning and preparation will be required.
-

Activity

Activity #8: Developing Routes

Your instructor will assist you in using a local map or google map to practice designing a route.

Identify general areas that will help to meet the in-vehicle lesson plan objectives.

Identify your starting and ending point as well as locations to change drivers.

Section 3
Summary

This section covered the guidelines for how to develop on-street routes.

Instructor Notes

Introduce **Section 4: Behind-the-Wheel Activity**



Note: Take this section with you to the vehicle.

Have pre-planned driving routes that are efficient for the instructor candidate's teaching assignments in this course. The designed routes should allow the IC to teach existing BTW lesson plans within 20 – 30 minutes.

Show **Slides 1-56 through 1-60**

Purpose The purpose of the behind-the-wheel activity is to give you practice learning the driving routes for your teaching assignments.

Objectives By the end of this activity, you will be able to:

- Utilize pre-planned on-street driving route(s) to conduct behind-the-wheel lesson (s).
- Utilize sample in-vehicle lesson plan(s) to conduct behind-the-wheel lesson(s).
- Describe the different driving environments.

BTW Activity The following activities should be completed in the vehicle:

Practice driving pre-planned routes for your teaching assignments in this course.

Note Conduct the activity then summarize the section and module of instruction.

Section Summary Give a brief summary of Section 4. Ask a few short questions before proceeding onto the Module Summary.



Section 4: Behind-the-Wheel Activity

Introduction Section 4 will give you practice learning the driving routes for your teaching assignments.

Note: Take this section with you to the vehicle.

Purpose The purpose of the behind-the-wheel activity is to give you practice learning the driving routes for your teaching assignments.

Objectives By the end of this activity, you will be able to:

- Utilize pre-planned on-street driving route(s) to conduct behind-the-wheel lesson (s).
- Utilize sample in-vehicle lesson plan(s) to conduct behind-the-wheel lesson(s).
- Describe the different driving environments.

BTW Activity You will perform the following activities in the vehicle:

Practice driving pre-planned routes for your teaching assignments in this course.

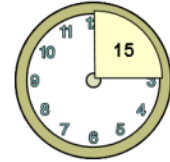
Materials Needed

- Clipboard
- Pens / pencils
- Pre-planned driving route(s)
- Sample lesson plan(s)
- This page

Section 4 Summary This section provided practice driving pre-planned driving routes for your teaching assignments.

Instructor Notes

Module Summary Summarize the purpose of the module.



Section Time

Summarize The module objectives.

Summarize The information that was presented in the module.

Show **Slides 1-61 through 1-64**

Key Words The following “Key Words” were introduced in this module.

Expressway	Off-street lessons	Open highway/rural
Residential	Night driving	Suburban, Urban/business district

Activity Conduct Module Review Activity: Key Words Matchup

Summary Provide the summary sheet as a review of the module.

Questions and Answers Ask a few short questions and allow instructor candidates to ask questions for additional information or clarification.

1. List the five driving environments.
2. Describe the objectives for the low speed, light traffic (residential) driving environment.
3. List the objectives for the night driving environment.
4. Describe the characteristics of the high speed, moderate and heavy traffic (expressway) environment.

Quiz Administer quiz on Module 1.

Review Score and review quiz with instructor candidates after completion. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will cover managing the mobile classroom.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to give you an understanding of the in-vehicle instruction lesson plan structure.

By the end of this module, you will be able to:

- Modify and utilize lesson plans for on-street instruction, based on lesson plan objectives.
- Describe the five different driving environments.
- Modify and utilize on-street driving routes for all environments and for evaluation.
- Describe the importance of planning for night driving in driver education.

The information presented in this module is essential for helping you modify and utilize BTW lesson plans and driving routes, understand the different driving environments, and the importance of night driving in driver education.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Expressway	Off-street lessons	Open highway/rural
Residential	Night driving	Suburban, Urban/business district

Instructor Notes

Module Review Activity

Key Words Matchup

Have instructor candidates write in the letter of the associated key word.

After instructor candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

1. B
2. D
3. C
4. F
5. A
6. E

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Expressway	B. Off-street lessons	C. Open highway/ rural
D. Residential	E. Night driving	F. Suburban/urban/ business district

1. _____ Driving skills needed before driving in the various on-street environments.
2. _____ Driving environment with minimal traffic and speeds of 5-25 mph.
3. _____ Driving environment with light traffic and speeds of 35-50 mph.
4. _____ Driving environment with maximum number of users and speeds of 25-35 mph.
5. _____ Driving environment with moderate to high volume of traffic and speeds 55-70 mph.
6. _____ Driving condition with significantly reduced visibility with the same characteristics as those with other routes.

Instructor Notes

Summary Sheet Provide instructor candidates with a summary sheet as a review of the module.

Review Module highlights with instructor candidates and answer any questions about the content.

NOTE **Point out the Summary Sheets as a resource to refer to later. Do not go into detail or reteach the content in the Summary Sheets.**



Elapsed Time

Summary Sheet

Summary Sheet

Lesson Plan Format

The cover page of each lesson plan shall include overall goals or objectives, the required entry level for the lesson will be described, any resources that are needed to teach the lesson and assignments or reading for the lesson.

Each instructional objective shall include content for the instructional objective, learning activities, anticipated problems and method of evaluation. After the instructional objectives a copy of the route will be attached to the lesson plan.

Off-street lessons are driving skills needed before driving in the various on-street environments (parking lots and multiple-car driving ranges).

Different Driving Environments

The five driving environments are:

1. Low-speed, light traffic (i.e. residential) – speeds of 5-25 mph, few traffic controls
2. Moderate speed, light traffic (i.e. open highway/rural) - speeds of 35-50 mph, variable sight distance, multiple lanes
3. Moderate speed, dense traffic (i.e. suburban/urban/ business district) – speeds of 25-35 mph, maximum number of users, multiple traffic lanes and intersections
4. High speed, moderate and heavy traffic (i.e. expressway) – speeds of 55 – 70 mph, variety of exchanges, limited access
5. Night driving - provides significantly reduced visibility.


On-Street Route Development

- Always work from the simple to the more complex environments.
- The characteristics of the environment should match with the objectives in the lesson plan.
- Every on-street route should allow for:
 - An introduction.
 - A demonstration of skills.
 - Repetitious practice.
 - Assessments.
- The instructor should be very familiar with the routes.
- Each route should contain:
 - Twenty to thirty instructional minutes per student.
 - Time for directions.
 - Static and dynamic situations.
 - Simple to complex situations

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Module 1

Lesson Plans for In-vehicle Instruction




Purpose of the Module

Slide 1-2

- ▶ To give you an understanding of the in-vehicle instruction lesson plan structure.

Module 1

PW page 1-2




Module Sections

Slide 1-3


This module will cover three topics:

- ▶ Lesson plan format
- ▶ Different driving environments
- ▶ On-street route development



Module 1

PW page 1-2




Module Objectives

Slide 1-4

- ▶ By the end of this Module, you will be able to:
 - Modify and utilize lesson plans for on-street instruction, based on lesson plan objectives.
 - Describe the five different driving environments.
 - Modify and utilize on-street driving routes for all environments and for evaluation.
 - Describe the importance of planning for night driving in driver education.

Module 1

PW page 1-2




The Cover Page of Each Lesson Plan

Slide 1-5

- ▶ Overall goals or objectives.
- ▶ Required entry level for the lesson.
- ▶ Resources needed.
- ▶ Assignments or reading for the lesson.

Module 1

PW page 1-3




In-vehicle Lesson Plan Format and its Various Components

Slide 1-6

- ▶ Instructional objective.
- ▶ Learning activities.
- ▶ Learning activities for observers, if applicable.
- ▶ Anticipated problems.
- ▶ Method of evaluation.
- ▶ Materials, equipment and resources needed.

Module 1

PW page 1-3



Slide 1-7

In-vehicle Lesson Plan Format and its Various Components

- ▶ A copy of the route attached to the lesson plan.
- ▶ Typed and written in manner that is easy to follow.

Module 1 PW page 1-3 ANSTSE

Slide 1-8

Learning Activity

Activity #1: BTW Lesson Plan


Review sample BTW lesson plan and go into detail on components and importance of each in the lesson plan.

Module 1 PW page 1-3 ANSTSE

Slide 1-9

Off-Street Lessons


- ▶ Those driving skills needed before driving in the various on-street environments.
 - Parking lots
 - Multiple-vehicle driving ranges



Module 1 PW page 1-4 ANSTSE

Slide 1-10

Off-Street Lessons: Driving Range



Module 1 PW page 1-4 ANSTSE

Slide 1-11

Off-Street Lessons: Driving Range



Module 1 PW page 1-4 ANSTSE

Slide 1-12

Off-Street Lessons: Parking Lot



Module 1 PW page 1-4 ANSTSE

Slide 1-13

Learning Activity

Activity #2: Off-Street Parking or Driving Range Diagram


Show an off-street parking or driving range diagram and review features to utilize.

Module 1 PW page 1-4 ANSTSE

Slide 1-14

Off-Street Tasks that Can be Performed

- ▶ Pre-start procedures.
 - Outside vehicle checks
 - Tires
 - Lights
 - Debris
 - Damage
 - Fluids




Module 1 PW page 1-5 ANSTSE

Slide 1-15

Off-Street Tasks that Can be Performed

- ▶ Pre-start procedures.
 - Inside vehicle checks and adjustments
 - Items secured
 - Phone off
 - Gas gauge
 - Lock doors
 - Adjust head restraint, seat position, steering wheel
 - Seat belt
 - Adjust mirrors
 - Ignition
 - Headlights
 - E-brake or parking brake



Module 1 PW page 1-5 ANSTSE

Slide 1-16

Example of Vehicle Checks


- ▶ LSMILE
- ▶ Lock doors
- ▶ Seat belt, seat, steering wheel
- ▶ Mirrors
- ▶ Ignition
- ▶ Lights
- ▶ E-brake or parking brake

Module 1 PW page 1-5 ANSTSE

Slide 1-17

Off-Street Tasks that Can be Performed

- ▶ Ignition procedures.
- ▶ Preparing to move.
- ▶ Stopping procedures.
- ▶ Tracking forward and backwards.
- ▶ Lane change procedures.
- ▶ Left and right turn procedures.
- ▶ Three-point turnabouts.
- ▶ Angle and perpendicular parking.
- ▶ Parallel parking.
- ▶ Responding to driver errors and vehicle failures.

Module 1 PW page 1-6 ANSTSE

Slide 1-18

The Five Different Driving environments


1. Low-speed, light traffic (i.e. residential)
2. Moderate speed, light traffic (i.e. open highway/rural)
3. Moderate speed, dense traffic (i.e. suburban/urban/ business district)
4. High speed, moderate and heavy traffic (i.e. expressway)
5. Night driving

Module 1 PW page 1-7 ANSTSE

Slide 1-19

Low-Speed, Light Traffic (residential) environment Description

- ▶ Minimal traffic.
- ▶ Low speeds (5-25mph)
- ▶ Traffic controls consist mainly of pavement markings and signs.
- ▶ Two-way and one-way streets.
- ▶ Open and blind intersections.


Module 1 PW page 1-7 


Slide 1-20

Low-Speed, Light Traffic (residential) Objectives

Suggested maneuvers or skills include:

- ▶ Entering/leaving the flow of traffic.
- ▶ Negotiation intersections.
- ▶ Identifying traffic controls.
- ▶ Eye habits and practices
- ▶ Interacting with other users.
- ▶ Negotiating turnabouts
- ▶ Negotiating roundabouts/traffic circles
- ▶ Parking on uphill/downhill grades.
- ▶ Yielding/right-of-way





Module 1 PW page 1-7 

Slide 1-21

Low-Speed, Light Traffic (residential) Learning Sets

- ▶ Lane change maneuvers (entering/leaving traffic)
- ▶ Negotiating intersections
- ▶ Single stops/double stops or safety stops/blind intersections
- ▶ Two-way/one-way streets
- ▶ Left and right turns
- ▶ Negotiating two-point turnabouts
- ▶ Negotiating three-point turnabouts





Module 1 PW page 1-7 

Slide 1-22

Low-Speed, Light Traffic (residential) Anticipated Problems

- ▶ Failing to check blind spot on lane changes.
- ▶ Failing to check mirror at least once each block.
- ▶ Improper lane position for intersection maneuvers (one-way and two-way streets).
- ▶ Failing to stop properly.
- ▶ Failing to stop for pedestrians.





Module 1 PW page 1-8 

Slide 1-23

Low-Speed, Light Traffic (residential) Anticipated Problems

- ▶ Waiting to turn left with wheels pointed left.
- ▶ Failing to search two-three times properly.
- ▶ Failing to sight through turns.
- ▶ Failing to follow curb radius on right turns.
- ▶ Dry steering turnabouts.
- ▶ Failing to recognize and obey signs, signals and pavement markings.





Module 1 PW page 1-8 

Slide 1-24

Low-Speed, Light Traffic (residential) Learning Activities

- ▶ Check licenses or permits, as applicable.
- ▶ Introduction to the lesson (environment and objectives).
- ▶ Introduce learning activities for observers.
- ▶ End of lesson summarize students strong/weak points.



Module 1 PW page 1-8 

Slide 1-25

Learning Activity

Activity #3: Components of Low Speed, Light Traffic (Residential Driving)

Identify the main components and watch a video of residential driving.
Relate the discussions to what was shown in the video.


Module 1 PW page 1-8 ANSTSE

Low Speed Light Traffic

Slide 1-27

Moderate-Speed, Light Traffic (Open highway) Description

- ▶ Variable speeds (35-55).
- ▶ Moderate traffic.
- ▶ Variable sight distance.
- ▶ Various traffic controls.
- ▶ Multiple lanes.
- ▶ Shopping centers.




Module 1 PW page 1-9 ANSTSE

Slide 1-28

Moderate-Speed, Light Traffic (Rural) Description

- ▶ Variable speeds (35-55).
- ▶ Moderate traffic.
- ▶ Variable lane widths.
- ▶ Hill and curves.
- ▶ Limited space.
- ▶ Limited sight distance.
- ▶ Limited pavement markings and traffic controls.



Module 1 PW page 1-9 ANSTSE

Slide 1-29

Moderate-Speed, Light Traffic (Open highway/Rural) Objectives

Suggested maneuvers or skills include:

- ▶ Vehicle control.
- ▶ Sight distance.
- ▶ Identifying traffic controls.
- ▶ Lane selections and positioning
- ▶ Gap selection.
- ▶ Communicating
- ▶ Moving lane changes.
- ▶ Negotiating shopping centers.




Module 1 PW page 1-9 ANSTSE

Slide 1-30

Moderate-Speed, Light Traffic (Open highway/Rural) Anticipated Problems

- ▶ Improper speed control.
- ▶ Entering curves too fast.
- ▶ Failing to scan ahead.
- ▶ Dropping off the roadway and onto the shoulder.
- ▶ Failing to use mirrors.
- ▶ Failing to identify traffic controls.
- ▶ Improper lane positioning.



Module 1 PW page 1-9 ANSTSE

Slide 1-31

Learning Activity

Activity #4: Components of Moderate Speed, Light Traffic (Open Highway/Rural) Environment

Identify the main components and watch a video of open highway/rural environment. Relate the discussions to what was shown in the video.


Module 1 PW page 1-9 ANSTSE

Moderate Speed Light Traffic

Slide 1-33

Moderate-Speed, Dense Traffic (Suburban/Urban/Business) Description

- ▶ Maximum number of users.
- ▶ Reduced speeds (25-35mph).
- ▶ Multiple traffic lanes and intersections.
- ▶ Complex intersections.
- ▶ Limited space and visibility.
- ▶ One-way/two-way streets.
- ▶ Alleyways.
- ▶ Multiple traffic control devices.
- ▶ Parking garages.




Module 1 PW page 1-10 ANSTSE

Slide 1-34

Moderate-Speed, Dense Traffic (Suburban/Urban/Business) Objectives

Suggested maneuvers or skills include:

- ▶ Systematic search patterns.
- ▶ Visual search and identification.
- ▶ Interacting with a large number of users.
- ▶ Negotiating a variety of intersections.
- ▶ Designated turn lanes
- ▶ Roundabouts
- ▶ Using parking garages.




Module 1 PW page 1-10 ANSTSE

Slide 1-35

Moderate-Speed, Dense Traffic (Suburban/Urban/Business) Objectives

Suggested maneuvers or skills include:

- ▶ Maintaining space.
- ▶ Timing.
- ▶ Selecting path of travel.
- ▶ Communicating.
- ▶ Parallel parking/Angle parking/Perpendicular parking.
- ▶ Backing.
- ▶ Responding to traffic control devices.




Module 1 PW page 1-10 ANSTSE

Slide 1-36

Moderate-Speed, Dense Traffic (Suburban/Urban/Business) Anticipated Problems

- ▶ Improper lane change procedures.
- ▶ Improper lane selection or path of travel.
- ▶ Failing to search ahead and at intersections.
- ▶ Failing to scan through turns.
- ▶ Speed control.
- ▶ Not communicating.
- ▶ Failure to respond to traffic control devices.
- ▶ Failing to stop for pedestrians.
- ▶ Improper lane changes procedures.



Module 1 PW page 1-10 ANSTSE

Slide 1-37

Learning Activity

Activity #5: Components of Moderate Speed, Dense Traffic (Suburban/Urban/Business District) Environment

Identify the main components and watch a video of suburban/urban environment. Relate the discussions to what was shown in the video.


Module 1 PW page 1-11 ANSTSE

Moderate Speed Dense Traffic

Slide 1-39

High-Speed, Moderate & Heavy Traffic (Expressway) Description

- ▶ High speeds (55-70mph)
- ▶ Divided by some barrier.
- ▶ Moderate to high volume of traffic
- ▶ Variety of exchanges.
- ▶ Limited access.




Module 1 PW page 1-12 ANSTSE

Slide 1-40

High-Speed, Moderate & Heavy Traffic (Expressway) Objectives

Suggested maneuvers or skills include:

- ▶ Entering and exiting.
- ▶ Interacting with other users.
- ▶ Identifying critical areas.
- ▶ Sign usage.
- ▶ Speed control.
- ▶ Steering control.
- ▶ Passing without exceeding the speed limit.



Module 1 PW page 1-12 ANSTSE

Slide 1-41

High-Speed, Moderate & Heavy Traffic (Expressway) Anticipated Problems

- ▶ Fluctuation in speed.
- ▶ Poorly paced lane changes.
- ▶ Improper use of exit and entrance ramps.
- ▶ Improper lane change procedures.
- ▶ Failure to scan well in advance.



Module 1 PW page 1-12 ANSTSE

Slide 1-42

Learning Activity

Activity #6: Components of High Speed, Moderate and Heavy Traffic (Expressway)

Identify the main components and watch a video of expressway environment. Relate the discussions to what was shown in the video.

Module 1 PW page 1-12 ANSTSE

High Speed Moderate-Heavy Traffic

Slide 1-44

Night Driving

- ▶ Should be included in driver education instruction if possible.
- ▶ Characteristics are the same as other environments but with significantly reduced visibility.

Module 1 PW page 1-13

Slide 1-45

Objectives for Night Driving

- ▶ Preparing to drive (clean windshield).
- ▶ Searching and evaluating with the use of headlights.
- ▶ Speed control and tracking
- ▶ Reducing the risks at night with high/low beam use and speed control.

Module 1 PW page 1-13

Slide 1-46

👉 Learning Activity

Activity #7: Components of Night Driving

Identify the main components and watch a video of night driving.
Relate the discussions to what was shown in the video.



Module 1 PW page 1-13

Night Driving

Slide 1-48

Guidelines for On-Street Route Development

- ▶ Work from the simple to the more complex environments.
- ▶ Must start and end at a set location, preferably the driving school.
- ▶ Characteristics of the environment must match with the objectives in the lesson plan.





Module 1 PW page 1-14

Slide 1-49

Guidelines for On-Street Route Development

- ▶ Every on-street route must allow for:
 - An introduction.
 - A demonstration of skills.
 - Repetitious practice.
 - Assessments.
- ▶ The instructor must be very familiar with the routes. The routes will be pre-planned and utilized for all courses.



Module 1 ANSTSE

Slide 1-50

Guidelines for On-Street Route Development

- ▶ Each route must contain:
 - Ideally twenty to thirty instructional minutes per student.
 - Time for directions.
 - Static and dynamic situations.
 - Simple to complex situations

Module 1 ANSTSE

Slide 1-51

Steps for Setting Up a Route


- ▶ Get a large map for the area you want the route(s).
- ▶ If not familiar with the area, try to find help.
- ▶ Lay out a route on the map.
 - Start at the driving school.
 - Fill in the places for the desired maneuvers.

Module 1 ANSTSE

Slide 1-52

Steps for Setting Up a Route

- ▶ Drive the potential route several times.
 - Look for locations for the maneuvers you could not locate on a map.
- ▶ Repeat until you have a complete route.
- ▶ Make a final tour of the route and note where you would give the driver directions.



Module 1 ANSTSE

Slide 1-53

Steps for Setting Up a Route

- ▶ Make a list of the environments on the route.
 - For each environment give:
 - the type of maneuver
 - the location
 - the point at which the directions are to be given; and
 - the directions to be given to the driver

Examples:


- At the next traffic light turn right.
- Continue on George Street.
- At the next intersection turn left.

Module 1 ANSTSE

Slide 1-54

Steps for Setting Up a Route

- ▶ Takes one to two days to set up a route.
- ▶ No minimum or maximum length for the route.
- ▶ Must meet the objectives of the behind-the-wheel lesson plan.
- ▶ Can modify the route for efficiency.
- ▶ Have an alternate route in case of construction or traffic jams.
- ▶ Considerable planning is required if meeting students at their home or other designated points.



Module 1 ANSTSE

Slide 1-55

Learning Activity

Activity #8: Developing Routes

Using a local map or google maps practice designing a route.

Module 1 PW page 1-16 ANSTSE

Slide 1-56

STW Activity

Behind-the-Wheel Activity

Take page 1-17 with you to the vehicle when conducting the behind-the-wheel activity.

Module 1 PW page 1-17 ANSTSE

Slide 1-57

Activity Purpose

- ▶ The purpose of the behind-the-wheel activity is to give you practice learning the driving routes for your teaching assignments.

Module 1 PW page 1-17 ANSTSE

Slide 1-58

Activity Objectives

By the end of this activity, you will be able to:

- ▶ Utilize pre-planned on-street driving route(s) to conduct behind-the-wheel lesson (s).
- ▶ Utilize sample in-vehicle lesson plan(s) to conduct behind-the-wheel lesson(s).
- ▶ Describe the different driving environments.

Module 1 PW page 1-17 ANSTSE

Slide 1-59

Specific Activities

You will perform the following activities in the vehicle:

- ▶ Practice driving pre-planned routes for your teaching assignments in this course.

Module 1 PW page 1-17 ANSTSE

Slide 1-60

Materials Needed


- ▶ Clipboard
- ▶ Pens / pencils
- ▶ Sample driving route(s)
- ▶ Sample lesson plan(s)
- ▶ The Behind-the-Wheel Activity page from your participant workbook

Module 1 PW page 1-17 ANSTSE

Slide 1-61

Module Summary

- ▶ With the conclusion of this Module, you will be able to:
 - Modify and utilize lesson plans for on-street instruction.
 - Describe the five different driving environments.
 - Modify and utilize on-street driving routes for all environments and for evaluation.
 - Describe the importance of planning for night driving in driver education


Module 1 PW page 1-18 

Slide 1-62

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 1 PW page 1-19 

Slide 1-63

Questions and Answers

- ▶ List the five driving environments.
- ▶ Describe the objectives for the low speed, light traffic (residential) driving environment.
- ▶ List the objectives for the night driving environment.
- ▶ Describe the characteristics of the high speed, moderate and heavy traffic (expressway) environment.

Module 1 ANSTSE

Slide 1-64

Questions?

?

Module 1 ANSTSE

Part III Module 1 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either circle the best answer from the questions below or fill in the correct answer.

1. Which is true when developing an on-street route?
 - a. Lessons should begin and end at different locations.
 - b. Must contain static and dynamic situations.
 - c. Should contain no more than 30 instructional minutes.

2. Low speed and light traffic driving environments, should consist of:
 - a. Multiple traffic lanes and intersections.
 - b. Traffic controls which consist mostly of pavement markings and signs.
 - c. Various traffic controls, such as traffic signals and signs.

3. Maneuvers which should be taught during the moderate speed, light traffic driving environments include?
 - a. Lane selections and positioning
 - b. Negotiating turnabouts.
 - c. Passing without exceeding the speed limit.

4. Moderate speed, dense traffic driving environments, should consist of?
 - a. A variety of exchanges.
 - b. Multiple traffic lanes and intersections.
 - c. Parking on uphill/downhill grades.

5. Maneuvers that should be taught during the high speed, moderate and heavy traffic driving environment include?
 - a. A variety of exchanges.
 - b. Multiple traffic control devices.
 - c. One-way/two-way streets.

6. What is true of the open highway and rural driving environments?
 - a. The open highway has various traffic controls and the rural has limited traffic controls.
 - b. They both have limited traffic controls.
 - c. The open highway has limited sight distance and the rural has variable sight distance.

7. What components should be in an in-car lesson plan?

8. List 5 tasks that can be performed in an off-street facility or space?

- a.
- b.
- c.
- d.
- e.

9. List 2 objectives to include for night driving?

- a.
- b.

10. What should every on-street route allow for?

Module 2

Managing the Mobile Classroom

Instructor Notes

Activities

Activity #1: Giving Directions

Using a series of slides ask IC's to demonstrate how to give directions for various driving scenarios.

Activity #2: Using Instructor Rearview and Eye Mirrors

Have IC's determine where to place instructor rearview and eye mirrors on the driver education vehicles and practice securing the mirrors.

BTW Activity

Have IC's practice driving the route, managing the mobile classroom and giving directions.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

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Instructor Notes

Discuss

Module Overview

Module 1 discussed the in-vehicle lesson plans. Let's look at how to manage the mobile classroom and techniques of giving directions.



Section Time

Show

Slides 2-1 through 2-4

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC's will be evaluated
8. Length of module (2 hrs classroom, 2 hrs BTW)
9. How the module will benefit the IC in the real world

Note

Remind IC's to stop you if they have any questions.

Key Words:

Write the following key words on the board. Explain that they will be defined as you proceed through the module.

Driver rotation	Multiple tasks	Observers
Distractions	Instructor eye mirror	Instructor rearview mirror

Note:

Remind IC's to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module, we discussed in-vehicle lesson plans.
2. This module is titled “Managing the Mobile Classroom.”
3. The purpose of this module is to teach you how to manage the BTW portion of a driver education class through proper procedures for giving directions, using instructor mirrors, dealing with challenges during in-vehicle instruction, when to change drivers and observer responsibilities.
4. This module will cover five topics:
 - Preparing to drive
 - Giving directions
 - How to use instructor mirrors
 - Challenges to in-vehicle training
 - Changing drivers and observer responsibilities
5. By the end of this module, you will be able to:
 - Describe the vehicle and occupant safety checks necessary in preparing for a lesson.
 - Describe how to give directions that are understandable.
 - Demonstrate how to utilize instructor mirrors.
 - Address learning/physical challenges during in-vehicle training.
 - Explain how to manage multiple tasks while conducting BTW instruction and manage distractions.
 - Describe proper locations to change drivers on street.
 - Describe the proper driver rotation process.
6. During the module, you will be required to participate in group discussion and activities. At the end of the module you will participate in a BTW activity to demonstrate your understanding of the content.
7. During the module, you will be evaluated through questions and answers. There will be a 10-question quiz at the end of the module which you must complete with at least 80% accuracy.
8. This module will last approximately 2 hours in the classroom and 2 hours behind-the-wheel.
9. This module will teach you the proper procedures for giving directions, using instructor mirrors, challenges, changing drivers and observer responsibilities while teaching in-vehicle instruction.

Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Driver rotation	Multiple tasks	Observers
Distractions	Instructor eye mirror	Instructor rearview mirror

Instructor Notes

Introduce **Section 1: Preparing to Drive**



Section Time

Discuss **Procedures for Teaching an In-Vehicle Lesson.**

Show **Slides 2-5 through 2-9**

Demonstrate Using a chair, the proper seating position for instructing an in-vehicle lesson.

Ask For a volunteer to act like they are driving the vehicle and explain the importance of the instructors seating position.

Then switch roles.

Emphasize That before leaving the parking lot, test the instructor's brake.

Section 1: Preparing to Drive

Introduction Section 1 will discuss the procedures that must be followed when getting ready to teach an in-vehicle lesson.

Procedures for Teaching an In-Vehicle Lesson

1. Check the student's permit/license, if required.
 - Is the license/permit valid?
 - What are the restrictions?
 - When does it expire?
 - Address issues on student health/medical form.
2. Select a first driver based either on skill level or student rotation, if applicable. May not be feasible if provided a driving schedule.
 - Is the student capable of driving the vehicle to the desired environment?
 - If the student drivers are not competent to drive to the environment the instructor shall drive the vehicle to the desired environment.
3. Always begin the lesson with a lesson overview while standing outside the driver education vehicle.
 - Provide a quick review of the preceding session.
 - State the lesson objectives (relate to classroom lesson). Make sure the student driver and observer understand the objectives of the lesson.
 - Type of traffic environment.
 - General description of route.
 - Explain the benefits of the lesson.
 - Explain observer activity sheets.
4. Instructor must be seated in the proper position to instruct the lesson.
 - Body should be positioned towards driver.
 - Right leg should be able to reach instructors pedal.
 - Left hand should be used as a brace or to take emergency action.

Instructor Notes

Discuss **Procedures for Teaching an In-Vehicle Lesson.**

Show **Slides 2-10 through 2-12**

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: Preparing to Drive

Procedures for Teaching an In-Vehicle Lesson

5. Check the dual instructor brake before beginning the lesson.
 - Is the safety pin disengaged?
 - Is the cable in good condition?
 - When the vehicle is moving will it stop the vehicle?

6. If the vehicle has a center pull emergency brake does it work?
 - Used only as a back up to the instructor's brake.
 - Can cause rear wheel lock if used improperly.

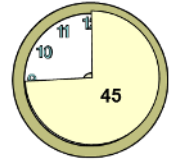
7. Setting of the instructor's mirrors before beginning the lesson.
 - Make sure they will not block driver's vision.
 - Eye check mirror should be placed on the windshield where the instructor can see the student's eye movements.

Section 1 Summary

This section covered the procedures that must be followed when getting ready to teach an in-vehicle lesson.

Instructor Notes

Introduce **Section 2: Giving Directions**



Section Time

Discuss **The guidelines for giving directions.**

Show **Slides 2-13 through 2-15**

Section 2: Giving Directions

Introduction

Section 2 will discuss the guidelines for giving directions.

The guidelines for giving directions

1. Always begin the lesson with a lesson overview and provide a general description of the route.
2. Directions influence the driver's performance and evaluation results by:
 - What is said to the driver.
 - How it is said.
 - Where or when it is used.
3. The main objectives that must be remembered when giving directions by the instructor are:
 - Write out the directions to negotiate a route, which will minimize misunderstanding.
 - Verbalize directions slowly in order to maximize hearing and understanding of the direction.
 - Talk loudly so the student can clearly hear the directions.
 - Identify where/when directions should be given that minimize driver overload.
4. If directions are to be followed they must be:
 - Short and concise.
 - As few as possible.
 - When possible, avoid giving directions for two maneuvers at the same time.
 - Easy to state and remember.
 - In a way that is natural for you.
 - Easy for you and the driver to remember.
 - Easy to understand and follow.
 - Stated as commands, not requests.
 - Precisely what the driver is to do.
 - In common language, avoid slang terms.
 - Directions must be consistent.
 - Don't change style to avoid repetition
 - Directions for similar situations should be stated in the same form.

Instructor Notes

- Discuss** **The guidelines for giving directions – continued.**
- Show** **Slides 2-16 through 2-19**
- Explain** To the instructor candidates that various methods of giving directions must be followed.
- Discuss** Techniques to ensure the driver will follow the directions properly.
- Emphasize** It is the instructor's responsibility to keep the car and passengers safe. The instructor should be in the mindset that he/she is driving the car and therefore responsible for it and its passengers.
- Discuss** The rules that must be followed when giving directions.

Section 2: Giving Directions

The guidelines for giving directions – continued

5. Various methods of giving directions must be followed.
 - Consciously plan the terminology and specific directions.
 - Select the time and location where you can safely obtain the driver's attention.
 - Get the drivers attention before giving the direction.
 - Check for understanding once the directions are given.
 - Where/when to begin the direction.
 - Redirect when necessary.
 - Ask student to verbalize directions.

6. Techniques to ensure the driver will follow the directions properly.
 - Anticipate which drivers may have or are going to have problems. Such as:
 - Searching
 - Steering too much or too little
 - Braking too much or not enough
 - Accelerating too much or not enough
 - Prematurely performing the directions
 - Delaying in performing the direction
 - Remind the students to listen carefully to the directions.
 - Repeat the directions.
 - Students may be nervous and may have difficulties in determining left from right when receiving directions.
 - When giving direction, you can also point in the direction you want the student to turn.

7. Never give more than two directions at one time. Some student drivers may become confused with multiple directions. Break it down in one to two segments as you drive.
 - Directions should be stated in two parts.
 - First, say “**Where**” you want the maneuver done, then, say “**What**” you want the driver to do.

Instructor Notes

Discuss The guidelines for giving directions – continued.

Show Slides 2-20 through 2-23

Discuss The importance of using specific terms when giving directions.

Emphasize Continue to emphasize that directions must be clear and concise.

Section 2: Giving Directions

The guidelines
for giving
directions –
continued

8. Use specific terms when giving directions.
 - Avoid using street names
 - The location of street names will vary.
 - Street signs may not be there at all.
 - Street signs are small and hard to identify.
 - You can use well-marked highway or interstate route markers.
 - State the route number.
 - State the direction of travel (North, South, West, East) only if needed.
 - State the major city in either direction.
 - Use designations such as:
 - Next intersection
 - Next major intersection
 - Next controlled intersection
 - First crossroad
 - Next stop sign
 - Next traffic signal
 - Second traffic signal
 - Following street
 - End of road
 - Directions should be started with a prepositional phrase such as:
 - “At the...” (Where the location is visible)
 - “Go to the ...” (When the location is visible)
 - “Continue to the ...” (When the location is not visible)
 - Avoid double –meaning or confusing words such as:
 - Right – say correct
 - Straight – say ahead or forward
 - Red light – traffic signal
 - Slang – for the action you want: “step on it, OK.”
 - Improper phrases: “right **hand** turn,” “left **hand** turn.”
 - Curve vs. a Turn

Instructor Notes

Discuss The guidelines for giving directions – continued.

Show Slides 2-24 through 2-28

Discuss The importance of when/where to give directions.

Section 2: Giving Directions

The guidelines for giving directions – continued

9. How to give directions is critical in the driver's performance.
 - Talk loudly and clearly to the driver.
 - Talk at a normal talking rate.
 - Pause between the "where/when" and the "what" components of the directions.
 - If you have a long distance to go, use a standard phrase such as "continue ahead until I give you further directions."

10. When/where to give directions.
 - Use a location that is easy to remember.
 - Physical landmarks that don't change.
 - Give the direction as soon as the driver has completed the tasks associated with your last direction if the next action is to follow immediately.
 - Depending on the distance to be traveled, time your directions to coordinate with the needed action.

 - Use a location that gives the driver time and distance to prepare to follow the direction.
 - Given well in advance.
 - Driver may not hear or understand the directions.
 - May be necessary to repeat the direction.
 - Know the route and area of instruction well. Have a plan B if a turn is missed or needs to be aborted. The plan B will allow easy access back to the planned route.

 - Use a cue that is obvious and will not change over time.

 - Avoid giving directions when the driver:
 - Is busy performing a maneuver.
 - Needs to be attentive to environment or traffic conditions.

 - Discuss the factors that need to be considered when giving directions.
 - The terrain (hills, curves, etc.)
 - Roadway configuration (curves, bridges)
 - Existing hazards that reduce visibility.
 - The speed of the vehicle.
 - The volume and speed of other traffic.
 - Roadway signs and signals.
 - Types of roadway and environments.
 - Sightlines.

Instructor Notes

Summarize **Giving directions.**

Show **Slide 2-29**

Activity **Activity #1: Giving Directions**

Show **Slides 2-30 through 2-35**

Show the next series of slides and ask instructor candidates to demonstrate how to give directions for the various scenarios. For example, turning left, turning right, going straight.

Note: Prepare in advance your own responses.

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 2: Giving Directions

Summary of giving directions

- The same for every driver, unless a student is not catching on or slow to respond, you may need to adjust the way you give directions.
- Short/concise directions.
- Easy to state and remember.
- Easy to understand and follow.
- Same style and similar content.
- “Where” first, then “what”.
- Given clearly and early.
- Timed for repeat if necessary.
- Timed so not to overload the driver.

Activity

Activity #1: Giving Directions

Your instructor will show you a series of slides for you to demonstrate how to give directions for the various scenarios.

Section 2
Summary

This section covered the guidelines for giving directions.

Instructor Notes

Introduce

**Section 3: How to use Instructor Mirrors
During In-vehicle Instruction**



Section Time

Discuss

**How to use an instructor's interior rearview mirror
during in-vehicle instruction.**

Show

Slide 2-36

Section 3: How to Use Mirrors During In-Vehicle Instruction

Introduction Section 3 will discuss how to utilize the instructor rear view mirror and eye mirror.

How to use an instructor's rearview mirror during in-vehicle instruction Take care to select mirrors that are designed to reduce potential hazards, such as sharp edges and protruding parts. Look for devices that have protective materials around them and shatter proof mirrors and mounting brackets.

Instructor's Rearview Mirror

The instructor's rearview mirror should be fastened on the inside of the windshield with suction cups and positioned so that the instructor can see to the rear of the vehicle with a quick glance. Use a small amount of glycerin to spread a thin layer on the suction cup of the mirror to help adhere to the windshield.

Avoid areas in the vehicle where the mirrors might be impacted by the vehicle's airbags in a crash, thereby propelling the mirrors into the instructor and/or students.

Instructor Notes

Discuss **How to use an instructor's eye mirror during in-vehicle instruction.**

Show **Slides 2-37 through 2-41**

Section 3: How to Use Mirrors During In-Vehicle Instruction

How to use an instructor's eye mirror during in-vehicle instruction

Instructor's Eye Mirror

1. The mirrors used to monitor a driver's visual glance behavior are typically a 2 ½" by 6" or 6.5 cm by 15 cm flat mirror. This size is sufficient to allow their use in any passenger vehicle.
2. Flat mirror glass is used since any degree of convexity will reduce the definition of the image and consequently the resolution and information available. Choose an eye mirror of good quality that employs a suction base with a swivel joint that allows for sufficient degrees of rotation to work on all windshields, especially those with considerable slope.
3. An instructor's eye mirror should be fastened to the windshield in a position where the instructor can see the student's eye movements.
4. An instructor eye mirror allows the instructor to see at a glance where the student is looking and where the student is searching and tracking. A fixed stare, failure to check blind spots before moving to a new lane, failure to check to the rear before slowing down, etc. are easily detected, allowing the instructor to coach the student until the correct habits are in place. The mirror should be a flat mirror.
5. Ideally, the eye mirror should be positioned low on the windshield. It must be low enough that it will not block the driver's sightline to anything of significance in the forward field of view; but high enough that the driver's hands positioned on the wheel will not obstruct the instructor's view of their eye movements.
6. In a passenger vehicle, the eye mirror is typically placed on or slightly left of the windshield centerline. Positions significantly to the right of this will decrease the quality of information available to the instructor.
7. The windshield must be clean to ensure the suction of the base is sufficient to preclude the possibility of the mirror falling off. Any good quality glass cleaner should work well. Typically, the mirror may need to be reattached twice a year.

Instructor Notes

Discuss **Steps to properly place and use an instructor's eye mirror.**

Show **Slide 2-42**

Activity **Activity #2: Using Instructor Rearview and Eye Mirrors**

Show **Slide 2-43**

Go outside to the driver education vehicles and have instructor candidates determine where to place instructor rearview and eye mirrors and have instructor candidate's practice securing mirrors.

Note Details on how to use eye mirrors will be covered later in the BTW activity.

Section Summary Give a brief summary of Section 3. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 3: How to Use Mirrors During In-Vehicle Instruction

Steps to properly place and use an instructor's eye mirror

Properly place the eye mirror to allow the instructor to see student eye movements by:

- Properly adjusting the instructor's seat.
- Place the eye mirror in a location on the windshield where the instructor can see the student's eye movements.
- Adjusting the eye mirror so the instructor can see the student's eyes while they are in the proper instructor position.
- Observe the student's eye movements.
- Tell the student where to look to see properly.

Activity

Activity #2: Using Instructor Rearview and Eye Mirrors

Your instructor will take you outside to the driver education vehicles to have you determine where to place and practice securing eye and instructor's mirrors.

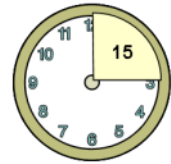
Note: Details on how to use eye mirrors will be covered later in the BTW activity.

Section 3
Summary

This section covered how to utilize the instructor rear view mirror and eye mirror during in-vehicle instruction.

Instructor Notes

Introduce **Section 4: Challenges to In-Vehicle Training**



Section Time

Discuss **Relationship and Referral of the Driver Rehabilitation Specialist**

Show **Slides 2-44 through 2-45**

Emphasis The importance of the relationship with a Driver Rehabilitation Specialist(s) and referrals in consultation with the parent(s).

Note Additional instructor training is required to conduct driver training for the hearing impaired.

Discuss **How to address learning/cognitive/physical challenges during in-vehicle training.**

Show **Slides 2-46 through 2-49**

Section 4: Challenges to In-Vehicle Training

Introduction Section 4 will discuss challenges to in-vehicle training, including addressing learning/physical disabilities, managing multiple tasks and managing distractions in the vehicle.

Relationship and Referral of the Driver Rehabilitation Specialist Driver education schools and instructors should have a relationship with their local Driver Rehabilitation Specialist(s). These specialists are properly trained to assist persons with disabilities in learning to drive. In consultation with the parent(s), the student should be referred to a qualified Driver Rehabilitation Specialist.

- Never deny a person training because of a disability.
- Do not try to teach a student with certain types of disabilities that you are not qualified to teach.
- Personally facilitate the referral of the person to a qualified Driver Rehabilitation Specialist.

Addressing learning/physical challenges during in-vehicle training Some students may have different types of learning, cognitive or physical disabilities. Some disabilities may not be as apparent as others.

- Learning disabilities: Are more common, such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), Autism/Asperger's and dyslexia.
 - Use diagrams and visuals prior to driving to explain maneuvers.
 - Make instructions clear and specific.
 - Be patient and consistent.
- Cognitive disabilities: when a person has greater difficulty with one or more types of mental tasks than the average person.
 - While learning disabilities are a type of cognitive or developmental disability, there are many other types of cognitive and developmental disabilities. They can occur from tumors, strokes, head injuries, infections, etc. Notice any type of difficulties to mentally process tasks such as the driving task.
- Physical disabilities: when a person has the lack of adequate power or strength than the average person.
 - Notice any difference in gait or walk. Instructor should be very aware of any limp or difference in limbs. Causes could be stroke at birth, Cerebral Palsy, amputation, spinal cord injury, etc.
 - For persons with minor physical disabilities: During the in-vehicle instruction pedal extenders or other adaptive devices may need to be used.

Instructor Notes

Discuss **The Americans with Disabilities Act**

Show **Slides 2-50 through 2-51**

Discuss **How to manage multiple tasks while conducting in-vehicle training.**

Show **Slides 2-52 through 2-53**

Section 4: Challenges to In-Vehicle Training

The Americans with Disabilities Act

The Americans with Disabilities Act requires that services should be available to everyone, even those with disabilities. As an instructor, you should perform to your fullest ability to assist in providing driver education to an individual with disabilities.

The purpose of the Americans with Disabilities Act is to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities. A physical or mental disability in no way diminishes a person's right to fully participate in aspects of society.

Higher level disabilities should be referred to a driver rehabilitation specialist. The driver education instructor should assist in coordinating and assisting with this referral.

There must be reasonable accommodations. For example, the student taking the classroom portion of the course and via a referral to a driver rehabilitation specialist the in-vehicle training portion could be provided.

How to manage multiple tasks while conducting in-vehicle training

The instructor candidate must learn to manage multiple tasks while instructing:

- To supervise student instruction.
- Maintain control of the instructional vehicle.
- Maintain situational awareness.
- Coordinate instruction of the driving route.
- Engage the student observers in the back seat during the driving lesson.

To manage multiple tasks while instructing, you should:

- Have the lesson and car prepared and routes established.
- Preview the lesson to be taught with your students so that they have a better understanding of the lesson and so they can operate more naturally.
- Make sure your cell phone is turned off, put away and out of reach during instruction.
- Pay close attention to the action of the student driver and envision yourself as the driver to maintain vehicle control by looking ahead as far as possible.

Instructor Notes

Discuss **How to manage distractions while conducting in-vehicle instruction.**

Show **Slides 2-54 through 2-56**

Section Summary Give a brief summary of Section 4. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 4: Challenges to In-Vehicle Training

How to manage distractions while conducting in-vehicle instruction

- The instructor candidate must manage the distractions inside and outside of a vehicle.
- The instructor candidate does this by being alert to potential distractions so he/she can prepare the students driving and tell them how to control their actions in response to the distraction prior to the occurrence.
- To manage distractions in the vehicle while conducting in-vehicle training instruction you should:
 - Pre-plan your lesson and driving routes.
 - Drive the driving route prior to the lesson during the time period you will be teaching the lesson to your students to determine the types of distractions that may be found on the route.
 - Alert your students of potential distractions that may occur inside and outside of your car during your lesson and discuss possible countermeasures.
 - Eliminate distractions in the car by placing any student materials, e.g. books, bags, telephones, computers, etc. out of the car's passenger compartment.
 - Set ground rules for the students.
 - Make sure electronic components (cell phone, tablet, etc.) are turned off and stored away.
 - Make sure conversation is focused on driving.
 - Practice distraction reducing strategies with your students.

Section 4
Summary

This section covered challenges to in-vehicle training, including addressing learning/physical disabilities, managing multiple tasks and managing distractions in the vehicle.

Instructor Notes

Introduce **Section 5: Changing Drivers and Observer Responsibilities**



Section Time

Discuss **Driver rotation and observer responsibilities.**

Show **Slides 2-57 through 2-58**

Section 5: Changing Drivers and Observer Responsibilities

Introduction Section 5 will discuss the driver rotation process and the procedures for changing drivers.

Driver rotation and observer responsibilities

1. Inform observer(s) of responsibilities, if applicable.
 - Inform the observers what they should be doing while driving in the backseat of the vehicle. Observers should have a clear understanding of their responsibilities before the lesson.
 - Observers should be active while in the vehicle and observe the student driver. The observer should complete an observation form noting vehicle speed and position changes.
 - Check flow of traffic before allowing observers to exit vehicle. It is the instructor's responsibility to ensure it safe to exit the vehicle.
2. Identify a time to change drivers.
 - Ideally allow twenty to thirty minutes for each student, but **no more than** ninety minutes per day. **[Insert state specific information on maximum length of drive.]**
3. Identify a safe location for changing drivers.
 - Parking lots are the easiest and safest.
4. Identify how to position students.
 - Depending on environment, students with better road skill should drive first.

Instructor Notes

Discuss **Changing drivers.**

Show **Slide 2-59**

Emphasize The importance of finding a safe place to change drivers and why a street should not be used.

Section Summary Give a brief summary of Section 5. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 5: Changing Drivers and Observer Responsibilities

Changing drivers

1. Choose a safe location to change drivers and include in the pre-planned route.
 - Use public parking areas unless you have permission from the private property owners.
 - Be certain it is a safe area with limited traffic.
 - Have a good sight distance ahead and behind (not around curves or over hills).
 - Pull completely off the roadway (parking lot is the best).
 - If beside the roadway, the backseat passengers should enter/exit from passenger side if possible.

Section 5 Summary

This section covered the driver rotation process and the procedures for changing drivers.

Instructor Notes

Introduce **Section 6: Behind-the-Wheel Activity**



Note: Take this section with you to the vehicle.

Show **Slides 2-60 through 2-64**

Purpose The purpose of this BTW activity is to manage the mobile classroom and give directions.

Objectives By the end of this activity, you will be able to:

- Conduct the vehicle and occupant safety checks.
- Give directions that are understandable.
- Demonstrate how to utilize instructor mirrors.
- Demonstrate how to manage tasks and distractions.
- Demonstrate how to change drivers on street
- Demonstrate how to engage observers.

BTW Activity **The following activities should be completed:**

- Using an on-street route and lesson plans developed by the instructor have the IC's practice:
 - driving the route;
 - managing the mobile classroom and
 - giving directions for the route.

Checklist for completion:

- Performs pre-drive procedures.
 - Uses correct terminology.
 - Gives directions clear and concise.
 - Gives directions in a timely manner.
 - Manage multiple tasks in the vehicle.
 - Manage distractions in the back seat.
 - Use instructor rearview and eye check mirrors.
 - Rotates drivers in a safe place and at the correct time.
 - If applicable, engages back seat observers.
-

Section Summary Give a brief summary of Section 6. Ask a few short questions before proceeding onto the Module Summary.

Section 6: Behind-the-Wheel Activity

Introduction Section 6 will allow you to work with your instructor in the vehicle to practice driving the route and giving directions.

Note: Take this section with you to the vehicle.

Purpose The purpose of the BTW activity is to manage the mobile classroom and give directions.

Objectives By the end of this activity, you will be able to:

- Conduct the vehicle and occupant safety checks.
- Give directions that are understandable.
- Demonstrate how to utilize instructor mirrors.
- Demonstrate how to manage multiple tasks and distractions.
- Demonstrate how to change drivers on street.
- Demonstrate how to engaging observers.

BTW Activity The following activities should be completed:

- Using an on-street route and lesson plans developed by the instructor you will practice:
 - driving the route;
 - managing the mobile classroom and
 - giving directions for the route.

Checklist for completion:

- Perform pre-drive procedures.
- Use correct terminology.
- Give directions clear and concise.
- Give direction in a timely manner.
- Manage multiple tasks in the vehicle.
- Manage distractions in the back seat.
- Use instructor rearview and eye check mirrors.
- Rotate drivers in a safe place and at the correct time.
- If applicable, engage back seat observer.

Materials Needed

- Clipboard
- Pens / pencils
- Sample driving route(s)
- Sample lesson plan(s)
- This page

Section 6 Summary This section provided the opportunity to demonstrate how to drive the route, manage the mobile classroom and give directions for the route.

Instructor Notes

Module Summary Summarize the purpose of the module “Managing the Mobile Classroom.”



Section Time

Summarize The module objectives.

Summarize The information that was presented in the module.

Show **Slides 2-65 through 2-68**

Key Words The following “Key Words” were introduced in this module.

Driver rotation	Multiple tasks	Observers
Distractions	Instructor eye mirror	Instructor rearview mirror

Activity Conduct Module Review Activity: Key Words Matchup.

Summary Provide the summary sheet as a review of the module.

Questions and Answers Ask a few short questions and allow instructor candidates to ask questions for additional information or clarification.

1. Describe what words should not be used when giving directions.
2. What guidelines should be followed when determining when/where to give directions?
3. Describe the driver rotation process.

Quiz Administer quiz on Module 2.

Review Score and review quiz with students. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will cover in-vehicle teaching techniques.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to teach you how to manage the BTW portion of a driver education class through proper procedures for giving directions, using instructor mirrors, dealing with challenges during in-vehicle instruction, when to change drivers and observer responsibilities.

This module covered five topics:

- Preparing to drive
- Giving directions
- How to use instructor mirrors
- Challenges to in-vehicle training
- Changing driver s and observer responsibilities

The information presented in this module is essential for teaching you the proper procedures for giving directions, using instructor mirrors, challenges, changing drivers and observer responsibilities while teaching in-vehicle instruction.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Driver rotation	Multiple tasks	Observers
Distractions	Instructor eye mirror	Instructor rearview mirror

Instructor Notes

Module Review Activity

Key Words Matchup

Have instructor candidates write in the letter of the associated key word.

After instructor candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

1. B
2. D
3. E
4. A
5. F
6. C

Module Review Activity

Module Review
Activity

Key Words Matchup

On the line below, write the letter of the associated key word.

A. Driver rotation	B. Observers	C. Multiple tasks
D. Distractions	E. Instructor eye mirror	F. Instructor rearview mirror

1. _____ Passengers in the vehicle during a behind-the-wheel lesson who receive perceptual practice in how to manage time and space for risk reduction.
2. _____ The divided attention of an individual to other areas inside or outside of the vehicle.
3. _____ Allows the instructor to see at a glance where the student is looking.
4. _____ Changing drivers after 20 – 30 minutes of driving but no more than 90 minutes per day.
5. _____ Allows the instructor to see to the rear of the vehicle with a quick glance.
6. _____ Various responsibilities which need to be completed by the in-vehicle instructor.

Instructor Notes

Summary Sheet Provide instructor candidates with a summary sheet as a review of the module.

Review Module highlights with instructor candidates and answer any questions about the content.

NOTE **Point out the Summary Sheets as a resource to refer to later. Do not go into detail or reteach the content in the Summary Sheets.**



Elapsed Time

Summary Sheet

Summary Sheet

Preparing to Drive

1. Check the student's permit/license.
2. Select a first driver based either on skill level or student rotation.
3. Be seated in the proper position to instruct the lesson.
4. Check the dual instructor brake before beginning the lesson.
5. Check the center pull emergency brake, if equipped.
6. Set the instructor's mirrors before beginning the lesson, including eye mirror.
7. Begin the lesson with a lesson overview while standing outside the driver education vehicle.

Guidelines for Giving Directions

- Write directions to negotiate a route, which will minimize misunderstanding.
- Verbalize directions, which maximize hearing and understanding of the direction.
- Identify where/when directions should be given that minimize driver overload.

Directions should be short and concise, easy to state and remember, easy to understand and follow, and consistent.

Before giving directions consciously plan the directions, get the drivers attention, and check for understanding once the directions are given.

To ensure the driver will follow the directions properly anticipate when drivers may have or are going to have problems, remind the students to listen carefully to the directions, and repeat the directions. Never give more than two directions at one time. Some student drivers may become confused with multiple directions.

When giving directions avoid using street names, but you can use well-marked highway or interstate route markers. Use destinations such as next intersection, first crossroad, second traffic light, the following street or end of road.

Directions should be started with a prepositional phrase such as, at the, go to the, continue to the...

Avoid double meaning or confusing words such as, right, straight, and red light.

Instructor Notes

Summary Sheet – continued Provide instructor candidates with a summary sheet as a review of the module.

Review Module highlights with instructor candidates.

Summary Sheet

Summary
Sheet –
continued

Guidelines for Giving Directions continued

How you give directions is critical in the driver's performance. Make sure you talk loudly and clearly and pause between the "where/when" and the "what" components of the directions. Use a location that is easy to remember and a location that gives the driver time and distance to prepare to follow the direction.

Avoid giving directions when the driver is busy performing a maneuver or needs to be attentive to environment or traffic conditions.

Using Instructor mirrors

- **Instructor rearview mirror** – Allows the instructor to see to the rear of the vehicle with a quick glance and should be fastened on the inside of the windshield.
- **Eye mirror** – Fastened to the windshield in a position where the instructor can see the student's eye movements and where they are searching or tracking.

Challenges to In-Vehicle Training

- **Addressing learning/physical challenges**
 - Use diagrams and visuals prior to driving to explain maneuvers.
 - Make instructions clear and specific.
 - Be patient and consistent.
- **Managing multiple tasks during BTW**
 - To supervise student instruction.
 - Maintain control of the instructional vehicle.
 - Maintain situational awareness.
 - Coordinate instruction of the driving route.
 - Engage the student observers in the back seat during the driving lesson.
- **Managing distractions during BTW**
 - Pre-plan your lesson and driving routes.
 - Drive the driving route prior to the lesson
 - Eliminate distractions in the car
 - Set ground rules for the students.
 - Make sure conversation is focused on driving

Instructor Notes

Summary Sheet – continued Provide instructor candidates with a summary sheet as a review of the module.

Review Module highlights with instructor candidates.

Summary Sheet

Summary
Sheet –
continued

Changing Drivers


Allow twenty to thirty minutes for each student, but no more than ninety minutes per day. Parking lots are the easiest and safest place to change drivers. Depending on environment, students with better road skill should drive first. Observers should have a clear understanding of their responsibilities before the lesson. Check flow of traffic before exiting vehicle. It is the instructor's responsibility to ensure it safe to exit the vehicle.

Choose a safe location to change drivers such as a public area with limited traffic and a good sight distance ahead and behind.

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Module 2

Managing the Mobile Classroom



Purpose of the Module

Slide 2-2

- ▶ To teach you how to manage the behind-the-wheel portion of a driver education class through:
 - proper procedures for giving directions,
 - how to use instructor mirrors;
 - dealing with challenges during in-vehicle instruction,
 - when to change drivers; and
 - observer responsibilities.

Module 2 PW page 2-2 ANSTSE

Module Sections

Slide 2-3

This module will cover five topics:

- ▶ Preparing to drive
- ▶ Giving directions
- ▶ How to use instructor mirrors during in-vehicle training
- ▶ Challenges to in-vehicle training
- ▶ Changing drivers and observer responsibilities

Module 2 PW page 2-2 ANSTSE

Module Objectives

Slide 2-4

- ▶ By the end of this Module, you will be able to:
 - Describe the vehicle and occupant safety checks necessary in preparing for a lesson.
 - Describe how to give directions that are simple and understandable.
 - Demonstrate how to utilize instructor mirrors.
 - Address learning/physical challenges during in-vehicle training.
 - Explain how to manage multiple tasks while conducting behind-the-wheel instruction and manage distractions.
 - Describe proper locations to change drivers on street.
 - Describe the proper driver rotation process.

Module 2 PW page 2-2 ANSTSE

Procedures for Teaching an In-vehicle Lesson

Slide 2-5

- 1. Check the student's permit/license, if required.**
 - ▶ Is the license/permit valid?
 - ▶ What are the restrictions?
 - ▶ When does it expire?
 - ▶ Address issues on student health/medical form.

Module 5 PW page 2-3 ANSTSE

Procedures for Teaching an In-vehicle Lesson

Slide 2-6

- 2. Select a first driver based either on skill level or student rotation, if applicable.**
 - ▶ Is the student capable of driving the vehicle to the desired environment?

Module 5 PW page 2-3 ANSTSE

Slide 2-7

Procedures for Teaching an In-vehicle Lesson

3. Begin the in-vehicle lesson procedure with a lesson overview while standing outside the vehicle.

- State the lesson objectives (relate to classroom lesson).
- Provide quick review of session.
- Type of traffic environment.
- General description of route.
- Explain the benefits of the lesson.
- Explain observer activities sheets.

Module 5 PW page 2-3 ANSTSE

Slide 2-8

Procedures for Teaching an In-vehicle Lesson

4. Seated in the proper position to instruct the lesson.

- ▶ Body should be positioned towards driver.
- ▶ Right leg should be able to reach instructors pedal.
- ▶ Left hand should be used as a brace or to take emergency action.

Module 5 PW page 2-3 ANSTSE

Slide 2-9

? Question

Explain the importance of the instructor's seating position?

Module 5 ANSTSE

Slide 2-10

Procedures for Teaching an In-vehicle Lesson

5. Check the dual instructor brake before beginning the lesson.

- ▶ Is the safety pin disengaged?
- ▶ Is the cable in good condition?
- ▶ When the vehicle is moving will it stop the vehicle?

Module 5 PW page 2-4 ANSTSE

Slide 2-11

Procedures for Teaching an In-vehicle Lesson

6. If the vehicle has a center pull emergency brake does it work?

- ▶ Used only as a back up to the instructors brake.
- ▶ Can cause rear wheel lock if used improperly.

Module 5 PW page 2-4 ANSTSE

Slide 2-12

Procedures for Teaching an In-vehicle Lesson

7. Set the instructor's mirrors.

- ▶ Make sure they will not block driver's vision.
- ▶ Eye check mirror should be placed on the windshield where the instructor can see the student's eye movements.

Module 5 PW page 2-4 ANSTSE

Slide 2-13

Guidelines for Giving Directions

- ▶ Always begin the lesson with a lesson overview and a general description of the route.
- ▶ Directions influence the drivers performance and evaluation results by:
 - What is said to the driver.
 - How it is said.
 - Where or when it is said.

Module 2 PW page 2-5 ANSTSE

Slide 2-14

Guidelines for Giving Directions

- ▶ Write out the directions to negotiate a route.
- ▶ Verbalize directions slowly.
- ▶ Talk loudly.
- ▶ Identify where/when directions should be given.

Module 2 PW page 2-5 ANSTSE

Slide 2-15

Guidelines for Giving Directions

Directions must be:


- ▶ Short and concise.
 - Avoid giving directions for two maneuvers at the same time.
- ▶ Easy to state and remember.
- ▶ Easy to understand and follow.
- ▶ Consistent, stated in the same form

Module 2 PW page 2-5 ANSTSE

Slide 2-16

Guidelines for Giving Directions

- ▶ Consciously plan the directions.
- ▶ Select a safe time and location.
- ▶ Get the drivers attention.
- ▶ Check for understanding once the directions are given.




Module 2 PW page 2-6 ANSTSE

Slide 2-17

Techniques to Ensure the Driver Will Follow Directions

- ▶ Anticipate which drivers may have or are going to have problems. Such as:
 - Searching
 - Steering too much or too little
 - Braking too much or not enough
 - Accelerating too much or not enough
 - Prematurely performing the directions
 - Delaying in performing the direction



Module 2 PW page 2-6 ANSTSE

Slide 2-18

Techniques to Ensure the Driver Will Follow Directions

- ▶ Remind the students to listen carefully to the directions.
- ▶ Repeat the directions.
- ▶ Students may be nervous and may have difficulties in determining left from right when receiving directions.
- ▶ When giving direction you can also point in the direction you want the student to turn.


Module 2 PW page 2-6 ANSTSE

Slide 2-19

Guidelines for Giving Directions

- ▶ Never give more than two directions at one time. Break it down in 1 or 2 segments as you drive
- ▶ Directions should be stated in two parts.
 - First, say "Where" you want the maneuver done, then, say "What" you want the driver to do.


1. At the traffic signal
2. Turn right

Module 2 PW page 2-6 

Slide 2-20

Guidelines for Giving Directions


- ▶ Use specific terms when giving directions.
 - Avoid using street names
- ▶ You may use highway markers.
 - State the route number.
 - State the direction of travel (North, South, West, East) only if needed.
 - State the major city in either direction.

Module 2 PW page 2-7 

Slide 2-21

Guidelines for Giving Directions


- ▶ Use designations such as:
 - Next intersection
 - Next major intersection
 - Next controlled intersection
 - First crossroad
 - Next stop sign
 - Next traffic signal
 - Second traffic signal
 - Following street
 - End of road

Module 2 PW page 2-7 

Slide 2-22

Guidelines for Giving Directions


- ▶ Directions should be started with a prepositional phrase such as:
 - "At the..." (Where the location is visible)
 - "Go to the ..." (When the location is visible)
 - "Continue to the ..." (When the location is not visible)

Module 2 PW page 2-7 

Slide 2-23

Guidelines for Giving Directions


- ▶ Avoid double -meaning or confusing words such as:
 - Right - say correct
 - Straight - say ahead or forward
 - Red light - traffic signal
 - Slang - for the action you want: "step on it, OK."
 - Improper phrases: "right hand turn," "left hand turn."
 - Curve vs a Turn

Module 2 PW page 2-7 

Slide 2-24

Guidelines for Giving Directions


- ▶ Talk loudly and clearly to the driver.
- ▶ Talk at a normal talking rate.
- ▶ Pause between the "where/when" and the "what" components.
- ▶ If you have a long distance to go, use a standard phrase such as "continue ahead until I give you further directions."

Module 2 PW page 2-7 

Slide 2-25

When/Where to Give Directions

- ▶ Use a location that is easy to remember.
- ▶ Physical landmarks that don't change.
- ▶ Give the direction as soon as the driver has completed the last direction.
- ▶ Time directions to coordinate with the needed action.



Module 2 PW page 2-7 ANSTSE

Slide 2-26

When/Where to Give Directions

- ▶ Give well in advance.
- ▶ May be necessary to repeat the direction.
- ▶ Know the route and area of instruction well.
- ▶ Have a plan B if a turn is missed or needs to be aborted.

Module 2 PW page 2-7 ANSTSE

Slide 2-27

When/Where to Give Directions


- ▶ Use a cue that is obvious and will not change over time.
- ▶ Avoid giving directions when the driver:
 - Is busy performing a maneuver.
 - Needs to be attentive to environment or traffic conditions.

Module 2 PW page 2-7 ANSTSE

Slide 2-28

When/Where to Give Directions

- ▶ Factors to consider where giving directions.
 - The terrain (hills, curves, etc.)
 - Roadway configuration (curves, bridges)
 - Existing hazards that reduce visibility
 - The speed of the vehicle
 - The volume and speed of other traffic
 - Roadway signs and signals
 - Types of roadway and environments
 - Sightlines



Module 2 PW page 2-7 ANSTSE

Slide 2-29

Summary of Giving Directions

- ▶ The same for every driver.
- ▶ Short/concise.
- ▶ Easy to state and remember.
- ▶ Easy to understand and follow.
- ▶ Same style and similar content.
- ▶ "Where" first, then "what".
- ▶ Given clearly and early.
- ▶ Timed for repeat if necessary.
- ▶ Timed so not to overload the driver.

Module 2 PW page 2-8 ANSTSE

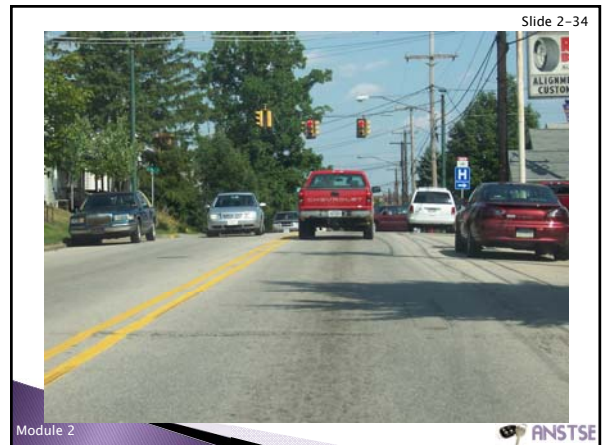
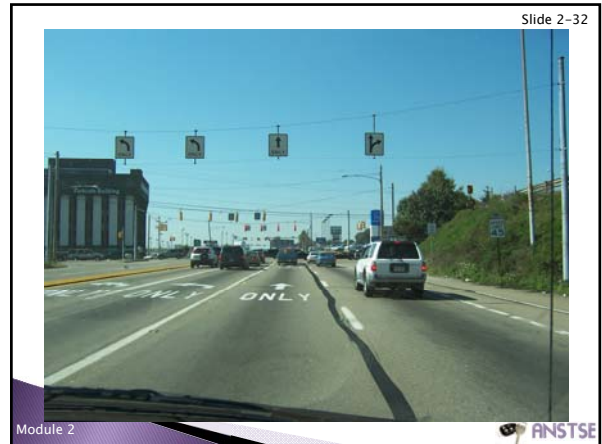
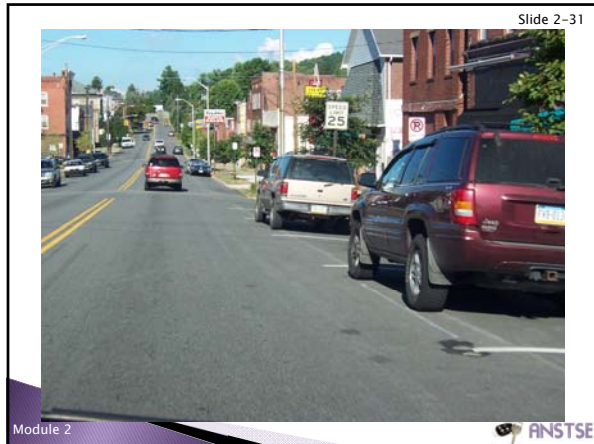
Slide 2-30

Learning Activity

Activity #1: Giving Directions

Review slides and demonstrate how to give directions for the various scenarios.

Module 2 PW page 2-8 ANSTSE



Slide 2-36

Instructor's Rearview Mirror

- ▶ Fastened on the inside of the windshield with suction cups.
- ▶ Positioned so that the instructor can see to the rear of the vehicle with a quick glance.

Module 2 PW page 2-10 ANSTSE

Slide 2-37

Instructor's Eye Mirror

- ▶ Typically a 2 ½" by 6" flat mirror.
- ▶ Flat mirror glass used.
- ▶ Choose one of good quality with a suction base and a swivel joint which allows for degrees of rotation.

Module 2 PW page 2-11 ANSTSE

Slide 2-38

Instructor's Eye Mirror

- ▶ Fastened to the windshield in a position where the instructor can see the student's eye movements.
- ▶ Allows the instructor to see at a glance where the student is looking and where the student is searching and tracking.

Module 2 PW page 2-11 ANSTSE

Slide 2-39

Instructor's Eye Mirror

- ▶ Easily detects:
 - A fixed stare
 - Failure to check blind spots before moving to a new lane
 - Failure to check to the rear before slowing down
- ▶ Allows the instructor to coach the student until the correct habits are in place.
- ▶ The mirror should be a flat mirror.

Module 2 PW page 2-11 ANSTSE

Slide 2-40

Instructor's Eye Mirror

- ▶ Ideally should be positioned low on the windshield to not block the driver's sightline.
- ▶ But high enough that the driver's hands on the wheel will not obstruct the instructor's view.
- ▶ Typically placed on or slightly left of the center of the windshield.

Module 2 PW page 2-11 ANSTSE

Slide 2-41

Instructor's Eye Mirror

- ▶ Windshield must be clean to ensure the suction is sufficient.
- ▶ The mirror may need to be reattached twice a year.

Module 2 PW page 2-11 ANSTSE

Slide 2-42

Steps to Place and Use Instructor's Eye Mirror

- ▶ Properly adjust the instructor's seat.
- ▶ Place on the windshield where you can see the student's eye movements.
- ▶ Observe the student's eye movements.
- ▶ Tell the student where to look to see properly.

Module 2 PW page 2-12 ANSTSE

Slide 2-43

Learning Activity

Activity #2: Using Instructor Rearview and Eye Mirrors

Determine where to place and practice securing instructor rearview and eye mirrors.

Module 2 PW page 2-12 ANSTSE

Slide 2-44

Relationship and Referral of the Driver Rehabilitation Specialist

- ▶ Driver education schools and instructors should have a relationship with their local Driver Rehabilitation Specialist(s).
- ▶ These specialists are properly trained to assist persons with disabilities in learning to drive.

Module 2 PW page 2-13 ANSTSE

Slide 2-45

Relationship and Referral of the Driver Rehabilitation Specialist

- ▶ In consultation with the parent(s), the student should be referred to a qualified Driver Rehabilitation Specialist.
 - Never deny a person training because of a disability.
 - Do not try to teach a student with certain types of disabilities that you are not qualified to teach.
 - Personally facilitate the referral of the person to a qualified Driver Rehabilitation Specialist.

Module 2 PW page 2-13 ANSTSE

Slide 2-46

Addressing Learning/Physical Challenges During In-vehicle Training

- ▶ Some students may have different types of learning, cognitive or physical disabilities. Some disabilities may not be as apparent as others.

Module 2 PW page 2-13 ANSTSE

Slide 2-47

Addressing Learning/Physical Challenges During In-vehicle Training

- ▶ Learning disabilities: Are more common, such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), Autism/Asperger's and dyslexia.
 - Use diagrams and visuals prior to driving to explain maneuvers.
 - Make instructions clear and specific.
 - Be patient and consistent.

Module 2 PW page 2-13 ANSTSE

Slide 2-48

Addressing Learning/Physical Challenges During In-vehicle Training


- ▶ Cognitive disabilities: when a person has greater difficulty with one or more types of mental tasks than the average person.
 - They can occur from tumors, strokes, head injuries, infections, etc.
 - Notice any type of difficulties to mentally process tasks such as the driving task.

Module 2 PW page 2-13 ANSTSE

Slide 2-49

Addressing Learning/Physical Challenges During In-vehicle Training


- ▶ Physical disabilities: when a person has the lack of adequate power or strength than the average person.
 - Notice any difference in gait or walk.
 - Instructor should be very aware of any limp or difference in limbs.
 - Causes could be stroke at birth, Cerebral Palsy, amputation, spinal cord injury, etc.
 - For persons with minor physical disabilities: During the in-vehicle instruction pedal extenders or other adaptive devices may need to be used.

Module 2 PW page 2-13 

Slide 2-50

The Americans with Disabilities Act


- ▶ Requires that services should be available to everyone, even those with disabilities.
- ▶ As an instructor you should perform to your fullest ability to assist in providing driver education to an individual with disabilities.

Module 2 PW page 2-14 

Slide 2-51

The Americans with Disabilities Act


- ▶ To provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.
- ▶ Higher level disabilities should be referred to a driver rehabilitation specialist.
- ▶ The driver education instructor should assist in coordinating and assisting with this referral.

Module 2 PW page 2-14 

Slide 2-52

Learn to Manage Multiple Tasks While Conducting In-vehicle Training


- ▶ To supervise student instruction.
- ▶ Maintain control of the instructional vehicle.
- ▶ Maintain situational awareness.
- ▶ Coordinate instruction of the driving route.
- ▶ Engage the student observers in the back seat during the driving lesson.

Module 2 PW page 2-14 

Slide 2-53

Managing Multiple Tasks While Conducting In-Vehicle Training


- ▶ Lesson and car prepared and routes established.
- ▶ Preview the lesson to be taught with your students.
- ▶ Turn off your cell phone and put away.
- ▶ Envision yourself as the driver to maintain vehicle control.

Module 2 PW page 2-14 

Slide 2-54

Managing Distractions While Conducting In-vehicle Training


- ▶ Manage the distractions inside and outside of a vehicle.
- ▶ Be alert to potential distractions to prepare the students driving.

Module 2 PW page 2-15 

Slide 2-55

Managing Distractions While Conducting In-vehicle Training


- ▶ Pre-plan your lesson and driving routes.
- ▶ Drive the driving route prior to the lesson during the time period you will be teaching.
- ▶ Alert students of potential distractions that may occur and possible countermeasures.

Module 2 PW page 2-15 

Slide 2-56

Managing Distractions While Conducting In-vehicle Training


- ▶ Placing non-essential student materials out of passenger compartment.
- ▶ Set ground rules for the students.
- ▶ Make sure electronic components are turned off and stored away.
- ▶ Conversation is focused on driving.
- ▶ Practice distraction reducing strategies with your students.

Module 2 PW page 2-15 

Slide 2-57

Inform Observer of Responsibilities


- ▶ Inform observers what they should be doing.
- ▶ Make sure they have a clear understanding of their responsibilities before the lesson.
- ▶ Observers should be active while in the vehicle and observe the student driver.
- ▶ Check flow of traffic before allowing them to exit vehicle.

Module 2 PW page 2-16 

Slide 2-58

Driver Rotation


- ▶ Identify a time to change drivers.
 - Ideally allow 20 – 30 minutes for each student, no more than 90 minutes
- ▶ Identify a safe location for changing drivers.
 - Parking lots are the easiest and safest.
- ▶ Identify how to position students.
 - Depending on environment, students with better road skill should drive first.

Module 2 PW page 2-16 


Slide 2-59

Changing Drivers

- ▶ Choose a safe location and include in the pre-planned route.
- ▶ Use public parking areas.
- ▶ Be certain it is a safe area with limited traffic.
- ▶ Have a good sight distance ahead and behind.
- ▶ Pull completely off the roadway (parking lot is the best).
- ▶ If beside the roadway, the backseat passengers should enter/exit from passenger side if possible.


Module 2 PW page 2-17 

Slide 2-60

 **BTW Activity**

Behind-the-Wheel Activity


Take this section with you to the vehicle when conducting the behind-the-wheel activity.

Module 2 PW page 2-18 

Slide 2-61

Activity Purpose

- ▶ The purpose of the behind-the-wheel activity is to manage the mobile classroom and give directions.


Module 2 PW page 2-18 

Slide 2-62

Activity Objectives

By the end of this activity, you will be able to:

- ▶ Conduct the vehicle and occupant safety checks.
- ▶ Give directions that are understandable.
- ▶ Demonstrate how to utilize instructor rearview and eye mirrors.
- ▶ Demonstrate how to manage multiple tasks and distractions.
- ▶ Demonstrate how to change drivers on street and engaging observers.


Module 2 PW page 2-18 

Slide 2-63

Specific Activities

The following activities should be completed:


- ▶ Using an on-street route and lesson plans developed by the instructor you will practice:
 - driving the route;
 - managing the mobile classroom and
 - giving directions for the route.

Module 2 PW page 2-18 

Slide 2-64

Materials Needed


- ▶ Clipboard
- ▶ Pens / pencils
- ▶ Sample driving route(s)
- ▶ Sample lesson plan(s)
- ▶ The Behind-the-Wheel Activity page from your participant workbook

Module 2 PW page 2-18 


Slide 2-65

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the vehicle and occupant safety checks necessary in preparing for a lesson.
 - Describe how to give directions that are simple and understandable.
 - Demonstrate how to utilize instructor mirrors.
 - Explain how to manage multiple tasks while conducting behind-the-wheel instruction and manage distractions.
 - Describe proper locations to change drivers on street.
 - Describe the proper driver rotation process.


Module 2 PW page 2-19 

Slide 2-66

 Learning Activity

Module Review Activity: Key Words Matchup


Complete the Activity in the Participant Workbook.

Module 2 PW page 2-20 

Slide 2-67

Questions and Answers


- ▶ Describe what words should not be used when giving directions.
- ▶ What guidelines should be followed when determining when/where to give directions?
- ▶ Describe the driver rotation process.

Module 2 

Slide 2-68

Questions?

?

Module 2 

Part III Module 2 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either circle the best answer from the questions below or fill in the correct answer.

1. Where should the eye mirror be placed in the vehicle?
 - a. On the side view mirror where you can see the traffic to the left of you.
 - b. On the windshield where you can see the traffic behind you.
 - c. On the windshield where you can see the student's eye movements.

2. Which order should directions be stated in?
 - a. First say what you want the driver to do, then where you want the maneuver done.
 - b. First say where you want the maneuver done, then how you want the driver to do it.
 - c. First say where you want the maneuver done, then what you want the driver to do.

3. Which of the following is true when giving directions?
 - a. Avoid using street names.
 - b. Say the word right if the driver asks a question.
 - c. Use local landmarks.

4. What should you do to help manage distractions in the vehicle?
 - a. Allow students to have conversations in the vehicle.
 - b. Place non-essential student materials out of the passenger compartment.
 - c. Determine the driving route during the lesson.

5. When should you change drivers?
 - a. After 2 hours of driving.
 - b. Ideally after 20 – 30 minutes.
 - c. When the driver determines they are ready to stop.

6. Which driver should drive first?
 - a. The oldest driver.
 - b. Those with better road skill.
 - c. Those with poorer road skill.

7. How should the instructor be positioned in the vehicle?
 - a. Left hand should be used as a brace or to take emergency action.
 - b. Both hands placed on their lap.
 - c. Body positioned away from the driver.

8. When should you avoid giving directions to the driver?

9. List 3 tasks the instructor must manage in the vehicle?

a.

b.

c.

10. Where is the safest place to change drivers?

Module 3

In-Vehicle Teaching Techniques (Coaching and Correcting)

Instructor Notes

Activities

Activity #1: Questioning Techniques for In-Vehicle Teaching

Have IC's convert the questions from a closed question into an open question for example.

Activity #2: Commentary Teaching

Show a picture of an approaching intersection and have the IC describe the steps for the maneuver.

Activity #3: Coaching Your Peers

In small groups have IC's coach their peers through an activity. When finished, have the group discuss how they might have been better "coached" in the activity. Have the IC's discuss how this process may be related to teaching the driving task to new drivers.

BTW Activity

Have IC's demonstrate the necessary steps for conducting an in-vehicle lesson and practice giving directions and providing commentary while searching the road ahead and checking eye movement of the driver.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

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Instructor Notes

Discuss

Module Overview



Module 1 discussed in-vehicle lesson plans and Module 2 discussed managing the mobile classroom. Now let's look at the techniques for preparing and conducting an in-vehicle lesson.

Show

Slides 3-1 through 3-5

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC will be evaluated
8. Length of module (3 hours in the classroom)
9. How the module will benefit the IC in the real world

Note:

Remind IC's to stop you if they have any questions.

Key Words:

Write the following key words on the board. Explain that they will be defined as you proceed through the module.

Commentary teaching	Coaching	Coaching by correction
Situational awareness	Positive reinforcement	Student driver commentary

Note:

Remind IC's to raise a hand if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module we discussed managing the mobile classroom.
2. This module is titled “In-Vehicle Teaching Techniques (Coaching and Correcting).”
3. The purpose of this module is to teach the necessary steps for conducting an in-vehicle lesson.
4. This module will cover five topics:
 - In-vehicle teaching techniques
 - Commentary teaching and driving
 - Engaging the non-driving student
 - Coaching the driver
 - Evaluating or summarizing an in-vehicle lesson
5. By the end of this module, you will be able to:
 - Demonstrate the various teaching techniques that can be used in the vehicle to enable learning.
 - Demonstrate how to utilize commentary teaching.
 - Demonstrate how to engage the non-driving student.
 - Demonstrate coaching techniques and features of a good coach.
 - Demonstrate questioning techniques for in-vehicle teaching.
 - Demonstrate how to visually search the roadway ahead and check eye movements of the novice driver.
 - Demonstrate how to summarize the lesson when finished.
6. During the module, you will be required to participate in group discussion and activities lead by the instructor.
7. During the module, you will be evaluated through questions and answers. There will be a 10-point quiz at the end of the module which you must complete with at least 80% accuracy.
8. This module will last approximately 3 hours in the classroom.
9. This module will teach you necessary steps for preparing an in-vehicle lesson.

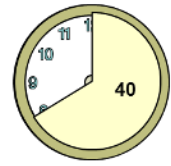
Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Commentary teaching	Coaching	Coaching by correction
Situational awareness	Positive reinforcement	Student driver commentary

Instructor Notes

Introduce **Section 1: In-Vehicle Teaching Techniques**



Section Time

Discuss **The value of questions.**

Show **Slide 3-6**

Discuss **How to establish good questions.**

Show **Slides 3-7 through 3-8**

Section 1: In-Vehicle Teaching Techniques

Introduction Section 1 will discuss the value of questions, how to establish good questions, examples of coaching questions, questioning techniques, tips for active listening and reflecting back.

- The value of questions
- They heighten student's involvement.
 - They give the students an opportunity to quickly apply knowledge.
 - They help in the retention of information being learned.
 - They allow students to learn from each other.
 - They provide an opportunity to evaluate how well students are grasping the information.
 - They provide the instructor a means of evaluating how well they are coaching.
 - They provide the instructor a means of monitoring and adjusting their teaching accordingly.
-

How to establish good questions To raise the awareness of the student and give them responsibility. Questioning techniques are one of the key skills of an instructor.

To establish good questions, utilize these principles:

- Questions should follow the interest of the student and use their words.
- Questions should start broadly and then increasingly focus on detail.
- The instructor should only ask one question at a time.
- Effective questions are clear and concise. Use open questions (what, when, where, who, etc.) which require attention and thought and are non-judgmental.
- Questions can and should focus on the senses (seeing, hearing, touching, etc.), emotions (moods, feelings), attitudes (opinions, values), goals and motives as well as cognitive factors (knowledge, habits).
- Questions can relate current experience to prior experience.

Instructor Notes

Give **Some basic examples of coaching questions in the context of in-vehicle driver training.**

Show **Slides 3-9 through 3-10**

Section 1: In-Vehicle Teaching Techniques

Some basic examples of coaching questions in the context of in-vehicle driver training

- What is your main concern today?
- What do you want to do next?
- Have you done this before?
- How did it go?
- What do you need to know to do this?
- What do you need to particularly watch out for in this situation?
- What can you hear/see/feel?
- What are you feeling at this moment?
- How are you going to deal with this?
- Where are you looking?
- What did you actually do?
- How did you feel in the situation?
- What did you do well?
- What could you do in the future to avoid such a situation?
- What would make it easier for you to do this?

Instructor Notes

- Discuss** **Questioning techniques for in-vehicle teaching.**
- Show** **Slides 3-11 through 3-17**
- Ask** Instructor candidates to brainstorm ideas about typical instructions used in training and list them on the board.
- Ask** What the effect of these questions is on the student (instead of instructions?)
- Ask** The group to consider if these questions can be used as easily as instructions in in-vehicle training?
- Convert** These instructions into various categories of questions.
- Emphasize** Later a video will be shown which demonstrates questioning techniques.

Section 1: In-Vehicle Teaching Techniques

Questioning techniques for in-vehicle teaching

- **Open vs. closed questions** – closed questions are to be answered with yes or no, either or, etc., open questions are those which begin with why, how, when, who, etc.
 - Example for closed: Do you feel nervous?
 - Example for open: How (nervous) do you feel?
- **Non-judgment vs. judgment questions**
 - Example for judgmental: Why did you drive so fast?
 - Example for non-judgmental: What factors did you take into account before deciding on this speed?
- **Questions on sense and body-awareness vs. intellectual questions** – sensory questions can lead to greater awareness of comfort, stress, nerves and excitement.
 - Example: On a scale from 1-10, how stressed are you now? What could you do to reduce stress for let's say one point only?
- **Coaching questions vs. questioning development** – in coaching questions the answer is up to the student. In question developing the learning content is already clear right from the beginning but will be elaborated by asking in order to activate the student.
 - Example for questioning development: What does this traffic sign mean?
 - Example for a coaching question: How stressed do you feel when you enter a roundabout?
- **Questions on internal subject (e.g. feelings, beliefs, self-evaluation, etc.) vs. questions on external facts (e.g. traffic rules, driving techniques, risk perception)**
 - Example for internal question: What signs are there when you are getting tired?
 - Example for external question: What is written in the law about fatigue?

Instructor Notes

Activity **Activity #1: Questioning Techniques for In-Vehicle Teaching**

Show **Slide 3-18**

Have instructor candidates convert the questions from a closed question into an open question for example.

After instructor candidates completed the activity, discuss the answers and explain any questions.

Answer Key

1. How (nervous) do you feel?
2. What factors did you take into account before deciding for this speed?
3. What signs are there when you are getting tired?
4. Examples include: Why do you feel safe? How do you know if this is safe? What can you do if you want to control the safety margin?

Section 1: In-Vehicle Teaching Techniques

Activity

Activity #1: Questioning Techniques for In-Vehicle Teaching

Convert the questions into the type of question listed.

1. Change “Do you feel nervous?” into an open question.

2. Change “Why did you drive so fast?” into a non-judgmental question.

3. Change “What is written in the law about fatigue?” into an internal question.

Change the instruction into an open question.

4. Instruction: Drive with the safety margin where you feel safe.

Instructor Notes

Discuss **Tips for active listening.**

Show **Slide 3-19**

Discuss **How to reflect back.**

Show **Slides 3-20 through 3-21**

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: In-Vehicle Teaching Techniques

Tips for active listening

If the student has the responsibility and decision-making in driver education, the instructor has to listen to make sure the student's needs are being met. This makes listening an important skill for instructors.

Some tips for active listening include:

- Look at the student when they are talking
- Light nodding and friendly facial gestures are useful if the student is shy and needs encouragement
- Do not try to finish off someone's sentence
- Do not cut off the person when he/she is talking, even if you think you have understood the essence of what they are saying

How to reflect back

- Reflecting back is an important method for ensuring that nothing is lost in the questioning and listening process and for summarizing the student's words.
- An instructor could say: "So is it fair to say that your main concern today is to gain more experience turning left at intersections?"
- This shows you are listening and that the student's input is being appreciated and allows both of you to establish if you are on the same wavelength.
- If reflecting back can summarize the words of the student, this can also help structure their thoughts.

Section 1 Summary

Section 1 discussed questioning techniques, tips for active listening and how to reflect back, which can be used for in-vehicle training.

Instructor Notes

Introduce **Section 2: Commentary Teaching / Student Driver and Observer Commentary**



Section Time

Discuss **Commentary teaching techniques.**

Show **Slide 3-22**

Give Verbal examples of commentary teaching.

Discuss **Student Driver and Observer Commentary techniques.**

Show **Slide 3-23**

Give Verbal examples of commentary teaching.

Discuss **Both commentary teaching and student driver commentary.**

Show **Slide 3-24**

Section 2: Commentary Teaching / Student Driver and Observer Commentary

Introduction Section 2 will discuss what commentary teaching and student driver commentary is and how it can benefit both the instructor and the student driver.

Commentary teaching techniques

1. **Commentary teaching** – The instructor verbalizes the conditions (restrictions to line of sight, increasing traffic, etc.) and maneuver (speed control or lane position), executed in short bursts, one to two minutes at a time.

- This is used in the initial part of training or when teaching any new procedure.
- It helps to familiarize the students with what they are expected to do and the changes in the roadway by having the instructor verbalize what they are doing.
- Commentary teaching verbalizes both perceptual and psychomotor skills.

Student driver and observer commentary techniques

2. **Student driver and observer commentary** – The student verbalizes the conditions (restrictions to line of sight, increasing traffic, etc.) and their responses.

- Used after the instructor commentaries.
- Helps to evaluate students and aids in their retention by having them verbalize what they are doing and the condition of the roadway.
- Helps the instructor become aware of what the student is thinking and how they plan to respond to the traffic condition.
- Students identify conditions that would cause a change in speed or direction (perception).
- Students can recite selected procedures.
- Students can read the traffic picture aloud.

Both commentary teaching and student driver commentary

Both teaching methods, commentary teaching and student commentary, are very important components to the in-vehicle training process.

- Helps to create interaction.
- Helps students to understand what they need to do.
- Provides sequential steps.
- Aids in retention of information taught.
- Reinforces visual perceptual skills.

Instructor Notes

Activity **Activity #2: Commentary Teaching**

Show **Slides 3-25 through 3-29**

1. Place two (2) chairs in the front of the classroom facing the screen.
2. Select one (1) instructor candidate to play the role of the instructor and one (1) to play the role of the student driver.
3. Using the pictured scene in slide 3-10 have the instructor candidates practice Commentary Teaching and Student Commentary respectively.
4. Have the instructor candidates switch seats to practice the other role.
5. Select two new instructor candidates and repeat steps 2-4 for slide 3-11.
6. Repeat steps 2-5 using slides 3-10 through 3-13 until all instructor candidates have had an opportunity to practice both Commentary Teaching and Student Commentary.

Summarize Summarize the Activity.

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.



Section 2: Commentary Teaching

Activity

Activity #2: Commentary Teaching

Your instructor will guide you through this activity. You will practice using commentary teaching.

Summary

Commentary Teaching and Student Commentary are critical components to the in-vehicle training process.

They create a dialog in the teaching and learning process between the instructor and student.

With practice, you will become proficient conducting both Commentary Teaching and Student Commentary.

Section 2
Summary

This section covered commentary teaching and driving and how it can benefit both the instructor and the student driver.

Instructor Notes

Introduce **Section 3: Engaging the Non-Driving Students**



Section Time

Identify **Ways to engage the observers.**

Show **Slides 3-30 through 3-32**

Section Summary Give a brief summary of Section 3. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 3: Engaging the Non-Driving Students

Introduction Section 3 will identify ways to engage the observers.

- Ways to engage the observers
- All students need to be active participants at all time during the in-vehicle training.
 - When one student is driving the other student(s) must be observing and critiquing.
 - Instructors should monitor all the students all the time.
 - Observing students can also be used to provide feedback.
 - Activities can be developed for observing students to keep them busy when not driving the car. Some examples of observer activities include:
 - Have student observers rate the performance of the student driver using an instructor made form.
 - Have student observers imagine they are driving and analyze the differences between what they would do and what the student driver actually does.
 - Have the student observer use commentary driving/student commentary (to add to what they are seeing and would do, but not distract the student driver).
 - Ask student observers to monitor the student driver's use of mirrors, obedience of traffic laws, speed control, etc.
 - Ask student observers questions related to the driving environment and the lesson objectives.
 - Ask the observer the same questions as the driver.
-

Section 3 Summary This section covered how to engage the non-driving student in the vehicle.

Instructor Notes

Introduce **Section 4: Coaching the Driver**



Section Time

Discuss **The definition of coaching.**

Show **Slides 3-33 through 3-35**

Summarize Summarize the definition of coaching.

Section 4: Coaching the Driver

Introduction Section 4 will discuss the importance of coaching the student while driving to enable learning and how coaching by correction is an effective way of enabling learning, identifying and meeting goals, raising the awareness and responsibility of the student and addressing internal obstacles.

The definition of coaching

1. Methods where the instructor and student form a partnership in which the instructor, through observation, questioning and feedback, encourages the learner to be him/herself, identify goals, reflect on their experience and develop strategies to meet their driving goals in the future.
2. Coaching is designed to develop the awareness and responsibility of the person being coached, which is important in encouraging safe driving.
3. Driving is a self-paced task which involves constant decision-making and a continual need to make choices. To make the right choices in traffic, a student requires:
 - Self-awareness, e.g. how one's mood or emotions can affect one's driving.
 - Awareness of inner and outer factors, such as the actions of other road users.
 - A sense of responsibility and of the consequences of the student's behavior.
 - Self-confidence to prevent any feeling of inadequacy leading to risky driving behavior.

Summary of Coaching The instructor and student form a partnership. Encourages the learner to:

- be him/herself,
- identify goals,
- reflect on their experience, and
- develop strategies to meet their driving goals in the future.

Instructor Notes

Discuss **Features of a good coach.**

Show **Slides 3-36 through 3-37**

Section 4: Coaching the Driver

Features of a good coach

Good coaches:

- Allow the student to develop skills through their own practice and experience with guidance and feedback.
- Ignore the small things unless they are a clear safety risk.
- Avoid being an expert and focus on the shared learning environment.
- Once all instructional objectives have been accomplished allow the new driver to make navigation and route decisions (usually occurs after the six hours of instruction).
- Should be aware of their student's abilities, limitations and frustrations. If the student is frustrated or overloaded they should be able to opt out of the activity. This helps build trust. Then they can come back to this activity when they are mentally capable.
- See their role as a mentor.
- Believe that safe driving skills are developed through practice and experience.
- Provide driving experiences that promote improvement from lesson one to the final drive.

Instructor Notes

Activity **Activity #3: Coaching Your Peers**

Show **Slide 3-38**

Place the IC's into small groups. Provide the IC's with the written description of a task that you want them to teach, i.e., folding and cutting paper to make a paper doll, folding a piece of paper into a star or paper airplane, tying a bow or knot, etc.

Now have the IC coach his/her peer group through the activity. When each IC completes his/her "coaching" task, have the group discuss how they might have been better "coached" in the activity.

Switch roles until each IC has had an opportunity to coach.

Have the IC's discuss how this process may be related to teaching the driving task to new drivers.

Section 4: Coaching the Driver

Activity

Activity #3: Coaching Your Peers

Your instructor will place you in small groups and provide you with the written description of a task that they want you to teach. Then you will have to coach the remainder of your peer group through the activity. When all IC's complete the "coaching" task, the group will discuss how they might have been better "coached" in the activity.

Instructor Notes

Discuss **The importance of coaching the student while driving to enable learning.**

Show **Slide 3-39**

Discuss **How coaching by correction is an effective way of enabling learning.**

Show **Slide 3-40**

Discuss **Coaching by correction.**

Show **Slides 3-41 through 3-42**

Section 4: Coaching the Driver

The importance of coaching the student while driving to enable learning

1. In-vehicle instructors should identify a driver's mistakes.
 - Positive comments should always be given to build confidence.
2. In-vehicle instructors should take it a step further and explain to the driver how to correct the mistake, so that driver success can be achieved.

How coaching by correction is an effective way of enabling learning

1. Instructor must first be able to identify the driver's mistakes.
 - Immediate feedback should be given once the mistake is identified.
 - Pull over safely. Explain the mistake either by way of diagram or verbally and how it can be corrected.
 - Give the driver another opportunity as soon as possible and have student repeat as necessary to build comfort level.

Coaching by correction

Correcting student's mistakes with constructive criticism.

- Never use harsh criticisms.
- Never simply tell them that they have done it wrong.
- Always tell them "how" to do it better next time.
- Try to find something positive to say.
- When a student's performance is deficient, the instructor should point out the problem in a positive, encouraging fashion and let the student try again.
- In providing constructive criticism, the instructor should commend the student for the progress he or she is making, but point out where the remaining deficiencies lie.
- Avoid over coaching. Let students make mistakes as long as they are not dangerous.

Instructor Notes

Discuss **Positive reinforcement.**

Show **Slide 3-43**

Discuss **How both coaching by correction and positive reinforcement are critical components to the training process.**

Show **Slide 3-44**

Discuss **Leading the student into an active role.**

Show **Slide 3-45**

Section 4: Coaching the Driver

Positive reinforcement

Telling them that they have done a good job.

- Reinforces the positive behavior so the student will continue to perform the correct behavior or action.
- When a student has been doing poorly and performs with a positive behavior, reinforce that positive behavior by telling him or her they have done well to encourage improvement.
- Instructors should tell students they have done well when they have performed well.

How both coaching by correction and positive reinforcement are critical components to the training process

Both “coaching by correction” and “positive reinforcement” are critical components to the training process.

- Coaching is an integral part of the training process.
- Coaching should occur throughout the training process.

Leading the student into an active role

- The big challenge of coaching is to lead the student out of the role of a passive learner and into the role of an active learner.
- The more active a person is involved in the learning process, the more responsibly and awareness we create and the better we recognize learning opportunities and the will to act upon them.
- Summary – the more active the student is in the learning process, the more likely they are to develop and maintain skills, not just during training but also when driving.

Instructor Notes

Discuss **Visual search habits and eye movement of driver during in-vehicle instruction.**

Show **Slide 3-46**

Section 4: Coaching the Driver

Visual search habits and eye movement of driver during in-vehicle instruction

1. Develop a regular search and scanning pattern.
2. Maintain a 12-15 second path of travel.
3. Use a left, center, right search pattern.
4. Rear view mirror checks should be made on a regular basis.
5. Head checks need to be made in the direction of a planned vehicle movement prior to changing the path of travel to be certain the new path is clear of obstacles in the area around the vehicle, which are called "blind spots."
6. Scan eye check mirror to make sure the student is scanning the roadway ahead and to the sides as well.

Instructor Notes

Discuss **Situational awareness.**

Show **Slide 3-47**

Section 4: Coaching the Driver

Situational awareness

- The instructor candidate must be alert to environmental and sociological situations the student driver will need to respond to for safe control of the vehicle:
 - Vehicle movement
 - Weather conditions
 - Roadway and condition changes
 - Emergency vehicles
 - Pedestrian activities
 - In-vehicle student interactions
 - Other roadway users or situations that might arise

Instructor Notes

Discuss **Identifying and meeting goals.**

Show **Slides 3-48 through 3-49**

Section 4: Coaching the Driver

Identifying and meeting goals

1. Goals must fit the needs of traffic safety.
2. Goals could be the overall goal, “what do I hope to achieve as a result of the training?” or specific goals, within each lesson.
3. The student should fully accept the goals and ensure the student subscribes to the basic goals of training (safe, social and environmentally conscious driving).
4. It is important that the goals meet the needs of the student and addresses concerns from previous lessons before moving onto the next step in the training process.
5. The instructor should encourage the student to identify their own goals, within the limits laid down by the training program and the law.

Instructor Notes

Discuss **Raising awareness.**

Show **Slides 3-50 through 3-51**

Discuss **Raising responsibility.**

Show **Slide 3-52**

Discuss **Raising self-acceptance.**

Show **Slide 3-53**

Section 4: Coaching the Driver

Raising awareness

1. A high state of awareness is required for driving, both in terms of awareness of the outside world (what is happening around me?) and in terms of self-awareness (how do I feel and what do I feel?).
2. To be able to drive safely, you have to be aware of these inner and outer worlds.
3. The instructor can raise awareness of both these worlds, primarily through questioning, i.e. what do you see, what can you hear, how do you feel, what do you feel, etc.?
4. Questions raise awareness in the form of feedback from the environment, your body, your actions and from the car you are driving.

Raising responsibility

1. Safe drivers are responsible drivers. This sense of responsibility can be developed in the driver training process, if the student is empowered to make decisions, choices, identify their own goals, etc.
2. The student should not immediately be able to make decisions which have serious highway safety implications, but the student should feel responsible for their own learning.
3. Students should be given responsibility right from the beginning of the training to get them accustomed to making decisions and choices on their own.

Raising self-acceptance

1. Low self-acceptance is a typical trait of teens. Feelings of inadequacy can lead to compensation in the form of risky behavior, such as showing off in order to try to gain the respect and admiration of others.
2. Low self-acceptance in teens often breeds anxiety and dependence or nervousness and lack of concentration.
3. If the student feels empowered and responsible for the learning process, they recognize the instructor as a partner rather than an instructor and feels they are being listened to and develops a sense of inner self-esteem.

Instructor Notes

Discuss **Raising awareness through senses and emotions.**

Show **Slides 3-54 through 3-56**

Discuss **Addressing internal obstacles.**

Show **Slides 3-57 through 3-58**

Section 4: Coaching the Driver

Raising awareness through senses and emotions

1. There is too much focus on rational thinking and not enough on the senses and emotions. Senses and emotions are important because:
 - Driving is not just a rational process. People inevitably bring in their lives and emotions into the car with them and it is a highly physical activity.
 - Young drivers are going through a very emotional period in their late teens as they develop into adults and start to experience new freedom. Coaching on an emotional and physical level is important to prepare novice drivers for feelings and emotions they will have in a wide variety of potentially risky situations during solo driving.
 - Self-awareness is an important characteristic of a good driver and can only be developed if the learner recognizes physical sensations and emotions.
 - Being encouraged to learn for oneself, based on emotional, physical and intellectual experiences is considered to have a longer-term impact on learning and well-being than more instruction based teaching techniques.
 - Make sure not to discuss other students.
 - Make sure as an instructor not to discuss personal issues, such as boyfriends/girlfriends, relationships, how a student looks today, etc. These are catalysts for a sexual harassment issue. Conversation should be kept on a professional level.

Addressing internal obstacles

1. Internal obstacles are any form of interference inside a person which disrupts the learning process and ability to meet a goal.
2. An internal obstacle to an effective driving lesson could be a concern that the student has from a previous lesson. If this concern is not addressed and the instructor continues with the curriculum the student is unlikely to focus fully on the new goals.
3. A typical coaching question at the beginning of each lesson could be: "What is your main concern today?"

Instructor Notes

Discuss **Building on prior knowledge and experience.**

Show **Slides 3-59 through 3-60**

Section 4: Coaching the Driver

Building on prior knowledge and experience

1. Building on prior experience is another important principle to incorporate into driver training and to help set goals.
2. Learning is about connecting new elements with old elements (prior experience) or building blocks on existing blocks.
3. An important principle of coaching is that it doesn't start from scratch. Students bring to driver training a wealth of experience from life and often from driving itself. Many will have driven before and all will have had the opportunity since childhood to observe their parents and others drive. Most students have ridden a bicycle and all have been pedestrians.
4. The driver training process provides experiences, but they must be built on and structured in a process of reflection to ensure what has been learned is sustainable in the future.

Instructor Notes

Discuss **Authentic, neutral and non-judgmental communication.**

Show **Slides 3-61 through 3-63**

Section Summary Give a brief summary of Section 4. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 4: Coaching the Driver

Authentic, neutral and non-judgmental communication

1. The instructor should be genuinely interested in the world of the student. Instructors have a range of techniques to help students feel that they are being listened to and treated seriously. These include:
 - Repeating sentences
 - Rephrasing and repeating the main ideas
 - Looking at the person
 - Facing them (when you can) rather than standing beside them
2. The instructor needs to be non-judgmental with the student. Direct criticism or blame invokes defensiveness and tension which puts a strain on the relationship and encourages the student to close up.
3. Instructors should avoid only focusing on errors and establishing their authority in pointing them out. To avoid direct criticism:
 - Don't tell the student they have done something wrong. Ask non-judgmental questions about things that went wrong, such as "What do you think happened back there?"
 - Focus on the situation and not the driver's behavior. Try to focus on the specific behavior or situation that was a problem rather than directing a criticism at the driver's ability to drive.
 - Focus on the positives. Always point out what the student is doing well.

Section 4
Summary

This section discussed the definition of coaching, coaching by correction, positive reinforcement, checking visual search habits and eye movement of the driver, being alert to situational awareness, identifying and meeting goals, raising the awareness and responsibility of the student and addressing internal obstacles.

Instructor Notes

Introduce

Section 5: Evaluating and Summarizing an In-Vehicle Lesson



Section Time

Discuss

The importance of summarizing the lesson when the lesson is finished.

Show

Slides 3-64 through 3-65

Section Summary

Give a brief summary of Section 5. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 5: Evaluating and Summarizing an In-Vehicle Lesson

Introduction

Section 5 will discuss the importance of evaluating and summarizing the in-vehicle lesson when the lesson is finished.

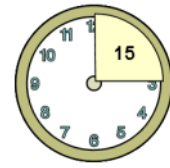
The importance of summarizing the lesson when the lesson is finished

1. Summarize each student's driving performance.
 - Ask the students to assess their driving.
 - Begin with the positives.
 - Constructively correct negatives.
 - End with positives.
 - Suggest improvements.
 - Discuss what will be done in the next lesson.
2. Immediately record the student's performance.
3. Brief the parent or guardian when possible on how well the student is doing and what they need to practice more on.

Section 4 Summary

This section covered the importance of evaluating and summarizing the in-vehicle lesson when finished.

Instructor Notes



Section Time

Module Summary Summarize the purpose of the module.

Summarize The module objectives.

Summarize The information that was presented in the module.

Show **Slides 3-66 through 3-70**

Key Words The following “Key Words” were introduced in this module.

Commentary teaching	Coaching	Coaching by correction
Situational awareness	Positive reinforcement	Student driver commentary

Activity Conduct Module Review Activity: Key Words Matchup

Summary Provide the summary sheet as a review of the module.

Questions and Answers Ask a few short questions and allow instructor candidates to ask questions for additional information or clarification.

1. What is commentary driving and give examples?
2. What is meant by coaching by correction?
3. Describe questioning techniques used during in-vehicle training.
4. What should be stated when summarizing an in-vehicle lesson?

Quiz Administer quiz on Module 3.

Review Score and review quiz with instructor candidates after completion. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will cover driver evaluation.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to teach students the necessary steps for preparing an in-vehicle lesson.

By the end of this module, you should be able to:

- Demonstrate the various teaching techniques that can be used in the vehicle to enable learning.
- Demonstrate how to utilize commentary teaching.
- Demonstrate how to engage the non-driving student.
- Demonstrate coaching techniques and features of a good coach.
- Demonstrate questioning techniques for in-vehicle teaching.
- Demonstrate how to visually search the roadway ahead and check eye movements of the novice driver.
- Demonstrate how to summarize the lesson when finished.

The information presented in this module is essential for conducting an in-vehicle lesson and learning coaching techniques.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Commentary teaching	Coaching	Coaching by correction
Situational awareness	Positive reinforcement	Student driver commentary

Instructor Notes

Module Review Activity

Key Words Matchup

Have instructor candidates write in the letter of the associated key word.

After instructor candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

1. F
2. E
3. B
4. A
5. D
6. C

Module Review Activity

Module Review
Activity

Key Words Matchup

On the line below, write the letter of the associated key word.

A. Commentary teaching	B. Coaching	C. Coaching by correction
D. Situational awareness	E. Positive reinforcement	F. Student driver commentary

1. _____ The student verbalizes what they are doing and the condition of the roadway.
2. _____ Telling the student that they have done a good job to reward student for positive behavior.
3. _____ Methods where the instructor and student form a partnership in which the instructor, through observation, questioning and feedback, encourages the learner to be themselves, identify goals, reflect on their experience and develop strategies to meet their driving goals in the future.
4. _____ The instructor verbalizes the lesson and conditions to familiarize the students with what they are expected to do and the condition of the roadway.
5. _____ Environmental and sociological situations the student driver will need to respond to for safe control of the vehicle.
6. _____ Correcting student's mistakes with constructive criticism.

Instructor Notes

Summary Sheet Provide instructor candidates with a summary sheet as a review of the module.

Review Module highlights with instructor candidates and answer any questions about the content.

NOTE **Point out the Summary Sheets as a resource to refer to later. Do not go into detail or reteach the content in the Summary Sheets.**



Elapsed Time

Summary Sheet

Summary
Sheet

Commentary Teaching and Student Commentary

Commentary teaching is when the instructor, in short bursts (one to two minutes only), verbalizes the lesson and conditions to help familiarize the students with what they are expected to do and the condition of the roadway.

Student driver commentary is when the student verbalizes what they are doing and the condition of the roadway.

Both teaching methods, commentary teaching and student driver commentary, are very important components to the initial part of the in-vehicle training process. Both methods help to create interaction and help students to understand what they need to do.

Coaching the Driver

Coaching is a method where the instructor and student form a partnership in which the instructor, through observation, questioning and feedback, encourages the learner to be him/herself, identify goals, reflect on their experience and develop strategies to meet their driving goals in the future.

Coaching by correction is correcting student's mistakes with constructive criticism. In-vehicle instructors should not only identify mistakes made, but provide positive comments and explaining to the driver how to correct the mistake.

Positive reinforcement is telling them they have done a good job and rewards the student for positive behavior.

Instructor Notes

Summary Sheet – continued Provide instructor candidates with a summary sheet as a review of the module.

Review Module highlights with instructor candidates.

Summary Sheet

Summary
Sheet –
continued

Coaching Techniques

Leading the student into an active role - The more active a person is involved in the learning process, the more responsibly and awareness we create and the better we recognize learning opportunities and the will to act upon them.

Identifying and meeting goals - It is important that the goals meet the needs of the student and addresses concerns from previous lessons before moving onto the next step in the training process.

Raising awareness - The instructor can raise awareness of both inner and outer worlds, primarily through questioning, i.e. what do you see, what can you hear, how do you feel, what do you feel, etc.?

Raising responsibility - The student should not immediately be able to make decisions which have serious highway safety implications, but the student should feel responsible for their own learning.

Raising self-acceptance - If the student feels empowered and responsible for the learning process, they recognize the instructor as a partner rather than an instructor and feels they are being listened to and develops a sense of inner self-esteem.

Raising awareness through senses and emotions - Being encouraged to learn for oneself, based on emotional, physical and intellectual experiences is considered to have a longer-term impact on learning and well-being than more instruction based teaching techniques.

Addressing internal obstacles - Internal obstacles are any form of interference inside a person which disrupts the learning process and ability to meet a goal.

Building on prior knowledge and experience - Learning is about connecting new elements with old elements (=prior experience) or building blocks on existing blocks.

Authentic, neutral and non-judgmental communication - The instructor needs to be non-judgmental with the student. Direct criticism or blame invokes defensiveness and tension which puts a strain on the relationship and encourages the student to close up.

Instructor Notes

Summary Sheet – continued Provide instructor candidates with a summary sheet as a review of the module.

Review Module highlights with instructor candidates.

Summary Sheet

Summary
Sheet –
continued

How to Establish Good Questions

Effective questions are clear and concise, open questions (what, when, where, who, etc.) which require attention and thought and are non-judgmental, should focus on the senses and should relate to prior experiences.

Engaging the Non-Driving Students

- All students need to be active participants at all time during the in-vehicle training.
- When one student is driving the other student(s) must be observing and critiquing.
- Activities can be developed for observing students to keep them busy when not driving the car.

Visual Search Habits and Eye Movement of Driver During In-Vehicle Instruction

- Develop a regular search and scanning pattern.
- Rear view mirror checks should be made on a regular basis.
- Head checks need to be made
- Scan eye check mirror to make sure the student is scanning the roadway ahead and to the sides as well.

Situational Awareness

The instructor candidate must be alert to environmental and sociological situations the student driver will need to respond to for safe control of the vehicle

Evaluating and Summarizing an In-Vehicle Lesson

Summarize each student's driving performance by noting the positives, constructively correcting negatives, suggest improvements, discuss what will be done in the next lesson and end with positives. The student's performance should be recorded immediately. Brief the parent or guardian when possible on how well the student is doing and what they need to practice more on.

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Module 3

In-Vehicle Teaching Techniques (Coaching and Correcting)

ANSTSE

Slide 3-2

Purpose of the Module

- ▶ To teach the necessary steps for conducting an in-vehicle lesson.

Module 3 PW page 3-2 ANSTSE

Slide 3-3

Module Sections

This module will cover five topics:

- ▶ In-vehicle teaching techniques
- ▶ Commentary teaching and driving
- ▶ Engaging the non-driving student
- ▶ Coaching the driver
- ▶ Evaluating or summarizing an in-vehicle lesson

Module 3 PW page 3-2 ANSTSE

Slide 3-4

Module Objectives

- ▶ By the end of this Module, you will be able to:
 - Demonstrate the various teaching techniques that can be used in the vehicle to enable learning.
 - Demonstrate how to utilize commentary teaching.
 - Demonstrate how to engage the non-driving student.
 - Demonstrate coaching techniques and features of a good coach.
 - Demonstrate questioning techniques for in-vehicle teaching.

Module 3 PW page 3-2 ANSTSE

Slide 3-5

Module Objectives

- Demonstrate how to visually search the roadway ahead and check eye movements of the novice driver.
- Demonstrate how to summarize the lesson when finished.

Module 3 PW page 3-2 ANSTSE

Slide 3-6

The Value of Questions

- ▶ Heighten student's involvement.
- ▶ Give opportunity to quickly apply knowledge.
- ▶ Help in the retention of information being learned.
- ▶ Allow students to learn from each other.
- ▶ Evaluate how well students are grasping the information.
- ▶ Evaluate how well the instructor is coaching.
- ▶ Monitor and adjust teaching accordingly.

Module 3 PW page 3-3 ANSTSE

Slide 3-7

How to Establish Good Questions

▶ **Questions should:**

- Follow the interest of the student.
- Start broadly and then increasingly focus on detail.
- Only ask one question at a time.
- Be clear and concise.
- Use open questions which require thought and are non-judgmental.

Module 3 PW page 3-3 ANSTSE

Slide 3-8

How to Establish Good Questions

▶ **Questions can and should:**

- Focus on the senses, emotions, attitudes, goals and motives as well as cognitive factors.
- Relate current experience to prior experience.

Module 3 PW page 3-3 ANSTSE

Slide 3-9

Examples of Coaching Questions

- ▶ What is your main concern today?
- ▶ What do you want to do next?
- ▶ Have you done this before?
- ▶ How did it go?
- ▶ What do you need to know to do this?
- ▶ What do you need to particularly watch out for in this situation?
- ▶ What can you hear/see/feel?

Module 3 PW page 3-4 ANSTSE

Slide 3-10

Examples of Coaching Questions

- ▶ What are you feeling at this moment?
- ▶ How are you going to deal with this?
- ▶ Where are you looking?
- ▶ What did you actually do?
- ▶ How did you feel in the situation?
- ▶ What did you do well?
- ▶ What could you do in the future to avoid such a situation?
- ▶ What would make it easier for you to do this?

Module 3 PW page 3-4 ANSTSE

Slide 3-11

? Question

What are some typical instructions used in training?

Module 3 ANSTSE

Slide 3-12

Questioning Techniques for In-vehicle Teaching

▶ **Open vs. closed questions**

- Open questions begin with why, how, when, who, etc.
 - How (nervous) do you feel?
- Closed questions are yes or no.
 - Do you feel nervous?

Module 3 PW page 3-5 ANSTSE

Slide 3-13

Questioning Techniques for In-vehicle Teaching

- ▶ **Non-judgment vs. judgment questions**
 - Example for judgmental: Why did you drive so fast?
 - Example for non-judgmental: What factors did you take into account before deciding for this speed?

Module 3 PW page 3-5 ANSTSE

Slide 3-14

Questioning Techniques for In-vehicle Teaching

- ▶ **Questions on sense and body-awareness vs. intellectual questions**
 - Sensory questions can lead to greater awareness of comfort, stress, nerves and excitement.
 - On a scale from 1-10, how stressed are you now? What could you do to reduce stress for let's say one point only?

Module 3 PW page 3-5 ANSTSE

Slide 3-15

Questioning Techniques for In-vehicle Teaching

- ▶ **Coaching questions vs. questioning development**
 - The answer is up to the student.
 - How stressed do you feel when you enter a roundabout?
 - In question developing the learning content is clear right from the beginning but will be elaborated by asking.
 - What does this traffic sign mean?

Module 3 PW page 3-5 ANSTSE

Slide 3-16

Questioning Techniques for In-vehicle Teaching

- ▶ **Questions on internal subject vs. questions on external facts**

Internal	What signs are there when you are getting tired?
External	What is written in the law about fatigue?

Module 3 PW page 3-5 ANSTSE

Slide 3-17

? Question

What is the effect of these questions on the student?

Can these questions be used as easily as instructions for in-vehicle training?

Module 3 ANSTSE

Slide 3-18

✎ Learning Activity

Activity #1: Questioning Techniques for In-vehicle Teaching


Convert the questions from a closed question into an open question for example.

Module 3 PW page 3-6 ANSTSE

Slide 3-19

Tips for Active Listening


- ▶ Listening is an important skill for instructors.
- ▶ Look at the student when they are talking.
- ▶ Light nodding and friendly facial gestures are useful.
- ▶ Do not try to finish off someone's sentence.
- ▶ Do not try to cut off the person when he/she is talking.

Module 3 PW page 3-7 

Slide 3-20

Reflecting Back


- ▶ Ensures nothing is lost in the questioning and listening process.
- ▶ Used for summarizing the student's words.

Module 3 PW page 3-7 

Slide 3-21

How to Reflect Back


- ▶ An instructor could say: "So is it fair to say that your main concern today is to gain more experience turning left at intersections?"
 - Shows you are listening.
 - Can help structure their thoughts.

Module 3 PW page 3-7 

Slide 3-22

Commentary Teaching Techniques


- ▶ Instructor verbalizes the conditions and maneuver, executed in short bursts, one to two minutes at a time.
- ▶ Familiarizes students with what they are expected to do.
- ▶ Verbalizes both perceptual and psychomotor skills.

Module 3 PW page 3-8 

Slide 3-23

Student Driver and Observer Commentary Techniques


- ▶ Student verbalizes the conditions and their responses.
 - Used after the instructor commentaries.
 - Helps to evaluate students.
 - Demonstrates student awareness, perception, thought processes, etc.
 - Student reads traffic safety picture out loud.
 - Aids in student retention.

Module 3 PW page 3-8 

Slide 3-24

Both Commentary Teaching and Student Driver Commentary

- ▶ Very important components to the in-vehicle training process.
 - Helps to create interaction.
 - Helps students to understand what they need to do.
 - Provides sequential steps.
 - Aids in retention.
 - Reinforces visual skills.

Module 3 PW page 3-8 

Slide 3-25

Learning Activity

Activity #2: Commentary Teaching

Describe the steps for the maneuver and practice commentary teaching using the pictures on the next slides.

Module 3 PW page 3-9 ANSTSE

Slide 3-26

Module 3 ANSTSE

Slide 3-27

Module 3 ANSTSE

Slide 3-28

Module 3 ANSTSE

Slide 3-29

Module 3 ANSTSE

Slide 3-30

Engaging the Non-Driving Students


- ▶ All students need to be active participants.
- ▶ When one student is driving the other student(s) must be observing and critiquing.
- ▶ Instructors should monitor all the students all the time.
- ▶ Observing students can also be used to provide feedback.

Module 3 PW page 3-10 ANSTSE

Slide 3-31

Engaging the Non-Driving Students

- ▶ Have them rate the performance of the student driver using an instructor made form.
- ▶ Have them imagine they are driving and analyze the differences between what they would do and what the student driver actually does.


Module 3 PW page 3-10 

Slide 3-32

Engaging the Non-Driving Students

Have the student observer:


- ▶ Use commentary driving/ student commentary.
- ▶ Monitor the student driver's use of mirrors, obedience of traffic laws, speed control, etc.
- ▶ Ask questions related to the driving environment and the lesson objectives.
- ▶ Ask the same questions as the driver.

Module 3 PW page 3-10 

Slide 3-33

Coaching


- ▶ The instructor and student form a partnership.
- ▶ Encourages the learner to:
 - be him/herself,
 - identify goals,
 - reflect on their experience, and
 - develop strategies to meet their driving goals in the future.

Module 3 PW page 3-11 

Slide 3-34

Coaching


- ▶ Designed to develop the awareness and responsibility of the person being coached, which is important in encouraging safe driving.

Module 3 PW page 3-11 

Slide 3-35

Coaching


- ▶ Driving involves constant decision-making and continual need to make the right choices. To make the right choices in traffic, a student requires:
 - Self-awareness.
 - Awareness of inner and outer factors.
 - A sense of responsibility and consequences.
 - Self-confidence.

Module 3 PW page 3-11 

Slide 3-36

Features of a Good Coach

- ▶ Allow the student to develop skills through their own practice with guidance and feedback.
- ▶ Ignore the small things and focus on shared learning.
- ▶ Avoid being an expert unless a safety risk.
- ▶ Once objectives have been met, allow the new driver to make navigation and route decisions.

Module 3 PW page 3-12 

Slide 3-37

Features of a Good Coach

- ▶ **Aware of student's abilities, limitations and frustrations.**
- ▶ **See their role as a mentor.**
- ▶ **Believe that safe driving skills are developed through practice and experience.**
- ▶ **Provide driving experiences that promote improvement from lesson to lesson.**

Module 3 PW page 3-12 ANSTSE

Slide 3-38

Learning Activity

Activity #3: Coaching Your Peers

Have instructor candidates coach their peers through an activity.

Module 3 PW page 3-13 ANSTSE

Slide 3-39

The Importance of Coaching the Student While Driving to Enable Learning

- ▶ **Identify a driver's mistakes.**
- ▶ **Provide possible comment to build confidence.**
- ▶ **Explain how to correct the mistake, so that driver success can be achieved.**

Module 3 PW page 3-14 ANSTSE

Slide 3-40

How Coaching By Correction is an Effective Way of Enabling Learning

- ▶ **Identify the driver mistakes.**
- ▶ **Immediate feedback should be given once the mistake is identified.**
 - Pull over safely.
 - Give the driver another opportunity as soon as possible.

Module 3 PW page 3-14 ANSTSE

Slide 3-41

Coaching By Correction

- ▶ **Use constructive criticism, never use harsh criticisms.**
- ▶ **Never simply tell them that they have done it wrong.**
- ▶ **Always tell them "how" to do it better next time.**
- ▶ **Try to find something positive to say.**

Module 3 PW page 3-14 ANSTSE

Slide 3-42

Coaching By Correction


- ▶ **Point out the problem in a positive way and let the student try again.**
- ▶ **Commend the student for the progress, but point out where the remaining deficiencies lie.**
- ▶ **Avoid over coaching.**

Module 3 PW page 3-14 ANSTSE

Slide 3-43

Positive Reinforcement

- ▶ Reinforces the positive behavior.
- ▶ When a student has been doing poorly and performs with a positive behavior, reinforce that positive behavior.
- ▶ Tell students they have done well when they have performed well.


Module 3 PW page 3-15 

Slide 3-44

Both Critical Components

Both “coaching by correction” and “positive reinforcement” are critical components to the training process.


- ▶ Coaching is an integral part of the training process.
- ▶ Coaching should occur throughout the training process.

Module 3 PW page 3-15 

Slide 3-45

Leading the Student into an Active Role


- ▶ Lead the student out of the role of a passive learner and into the role of an active learner.
- ▶ The more active a person is involved in the learning process, the more awareness.


Module 3 PW page 3-15 

Slide 3-46

Visual Search Habits and Eye Movement of Driver

1. Develop a regular search and scanning pattern.
2. Maintain a 12-15 second path of travel.
3. Use a left, center, right search pattern.
4. Regular rear view mirror checks.
5. Head checks need to be made.
6. Scan eye check mirror.





Module 3 PW page 3-16 

Slide 3-47

Situational Awareness

- ▶ Vehicle movement
- ▶ Weather conditions
- ▶ Roadway and condition changes
- ▶ Emergency vehicles
- ▶ Pedestrian activities
- ▶ In-vehicle student interactions
- ▶ Other roadway users or situations that might arise




Module 3 PW page 3-17 

Slide 3-48

Identifying and Meeting Goals


- ▶ Goals must fit the needs of traffic safety.
- ▶ Goals could be the overall goal, “what do I hope to achieve as a result of the training?”
- ▶ The student should fully accept the goals.

Module 3 PW page 3-18 

Slide 3-49

Identifying and Meeting Goals


- ▶ Goals should meet the needs of the student and address concerns from previous lessons.
- ▶ Encourage the student to identify their own goals.


Module 3 PW page 3-18 

Slide 3-50

Raising Awareness

- ▶ A high state of awareness is required for driving.
 - Awareness of the outside world
 - Self-awareness
- ▶ To be able to drive safely, you have to be aware of these inner and outer worlds.




Module 3 PW page 3-19 

Slide 3-51

Raising Awareness


- ▶ Done primarily through questioning.
- ▶ Questions raise awareness in the form of feedback.

Module 3 PW page 3-19 

Slide 3-52

Raising Responsibility


- ▶ Safe drivers are responsible drivers.
- ▶ The student should feel responsible for their own learning.
- ▶ Students should be given responsibility right from the beginning.

Module 3 PW page C-19 

Slide 3-53

Raising Self-Acceptance


- ▶ Low self-acceptance is a typical trait of teens.
- ▶ Feelings of inadequacy can lead to compensation in the form of risky behavior.
- ▶ Low self-acceptance in teens often breeds anxiety and dependence or nervousness.
- ▶ If the student feels responsible for the learning process, they recognize the instructor as a partner.

Module 3 PW page 3-19 

Slide 3-54

Raising Awareness Through Senses and Emotions

- ▶ Driving is not just a rational process.
- ▶ People inevitably bring in their lives and emotions into the car with them.
- ▶ Young drivers going through emotional period as they develop into adults and start to experience new freedom.
- ▶ Important to prepare novice drivers for feelings and emotions during solo driving.

Module 3 PW page 3-20 

Slide 3-55

Raising Awareness Through Senses and Emotions

- ▶ Can only be developed if the learner recognizes physical sensations and emotions.
- ▶ Being encouraged to learn for oneself is considered to have a longer-term impact on learning.

Module 3 PW page 3-20 ANSTSE

Slide 3-56

Raising Awareness Through Senses and Emotions

- ▶ Do not discuss personal issues, such as boyfriends/ girlfriends, relationships, how a student looks today, etc.
- ▶ These are catalysts for a sexual harassment issue.
- ▶ Make sure not to discuss other students.
- ▶ Conversation should be kept on a professional level.

Module 3 PW page 3-20 ANSTSE

Slide 3-57

Addressing Internal Obstacles

- ▶ Any form of interference inside a person which disrupts the learning process and ability to meet a goal.

Module 3 PW page 3-20 ANSTSE

Slide 3-58

Addressing Internal Obstacles

- ▶ Concern that the student has from a previous lesson.
- ▶ The student is unlikely to focus fully on the new goals.
- ▶ A typical question at the beginning of each lesson could be: "What is your main concern today?"

Module 3 PW page 3-20 ANSTSE

Slide 3-59

Building on Prior Knowledge and Experience

- ▶ Learning is about connecting new elements with old elements.
- ▶ Students bring to driver training a wealth of experience from life and often from driving itself.
 - Driven before
 - Observed parents drive
 - Rode a bicycle
 - Been a pedestrian

Module 3 PW page 3-21 ANSTSE

Slide 3-60

Building on Prior Knowledge and Experience

- ▶ The driver training process provides experiences, but they must be built on and structured in a process of reflection to ensure what has been learned is sustainable in the future.

Module 3 PW page 3-21 ANSTSE

Authentic, Neutral and Non-Judgmental Communication

Slide 3-61

- ▶ The instructor should be genuinely interested in the world of the student.
- ▶ Instructors have a range of techniques to help students feel that they are being listened to and treated seriously. Including:
 - Repeating sentences
 - Rephrasing and repeating the main ideas
 - Looking at the person
 - Facing them (when you can) rather than standing beside them

Module 3

PW page 3-22



Authentic, Neutral and Non-Judgmental Communication

Slide 3-62

- ▶ The instructor needs to be non-judgmental with the student.
- ▶ Direct criticism or blame invokes defensiveness and tension which puts a strain on the relationship and encourages the student to close up.



Module 3

PW page 3-22



Authentic, Neutral and Non-Judgmental Communication

Slide 3-63

- ▶ Instructors should avoid only focusing on errors and establishing their authority in pointing them out. To avoid direct criticism:
 - Don't tell the student they have done something wrong. Ask non-judgmental questions.
 - Focus on the situation and not the driver's behavior.
 - Focus on the positives.

Module 3

PW page 3-23



The Importance of Summarizing the Lesson

Slide 3-64

Summarize each student's driving performance.

- ▶ Ask the students to assess their driving.
- ▶ Begin with the positives.
- ▶ Constructively correct negatives.
- ▶ End with positives.
- ▶ Suggest improvements.
- ▶ Discuss what will be done in the next lesson.

Module 3

PW page 3-23



The Importance of Summarizing the Lesson

Slide 3-65

- ▶ Immediately record the student's performance using an anecdotal record.
- ▶ Brief the parent or guardian when possible on how well the student is doing and what they need to practice more on.

Module 3

PW page 3-23



Module Summary

Slide 3-66

- ▶ With the conclusion of this Module, you should be able to:
 - Demonstrate the various teaching techniques that can be used in the vehicle to enable learning.
 - Demonstrate how to utilize commentary teaching.
 - Demonstrate how to engage the non-driving student.
 - Demonstrate coaching techniques and features of a good coach.

Module 3

PW page 3-24



Slide 3-67

Module Summary

- Demonstrate questioning techniques for in-vehicle teaching.
- Demonstrate how to visually search the roadway ahead and check eye movements of the novice driver.
- Demonstrate how to summarize the lesson when finished.

Module 3 PW page 3-24 ANSTSE

Slide 3-68

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 3 PW page 3-25 ANSTSE

Slide 3-69

Questions and Answers

- ▶ What is commentary driving and give examples?
- ▶ What is meant by coaching by correction?
- ▶ Describe questioning techniques used during in-vehicle training.
- ▶ What should be stated when summarizing an in-vehicle lesson?

Module 3 ANSTSE

Slide 3-70

Questions?

?

Module 3 ANSTSE

Part III Module 3 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either circle the best answer from the questions below or fill in the correct answer.

1. Which is true of commentary driving?
 - a. Requires students to memorize and recite content from the lesson.
 - b. Should only be done by the instructor during driving.
 - c. Verbalizes both perceptual and psychomotor skills

2. A good coach is one who:
 - a. Is an expert on driving.
 - b. Notices the small things.
 - c. Sees their role as a mentor.

3. When should feedback be given when a driver makes a mistake while driving?
 - a. After returning to the driving school.
 - b. At the end of the behind-the-wheel course.
 - c. Immediately by pulling over safely.

4. How should you correct student's mistakes?
 - a. Tell them how to do it better next time.
 - b. Tell them what they have done wrong.
 - c. Using harsh criticisms so they know better next time.

5. Which is true of visual search habits during in-vehicle instruction?
 - a. Maintain a 20-30 second path of travel.
 - b. Use a left and right search pattern.
 - c. Make head checks prior to a change in the path of travel.

6. Provide 3 examples of good coaching questions to utilize during in-vehicle training?
 - a.
 - b.
 - c.

7. Using the following closed question, turn it into an open question.
 - a. Were you checking your mirrors?

8. Using the following intellectual question, turn it into a body-awareness question.

a. Did that situation make you feel nervous?

9. List 2 tasks the instructor can assign student observers?

a.

b.

10. What are 3 things the instructor can do to summarize the lesson?

a.

b.

c.

Module 4

Driver Evaluation

Instructor Notes

Activities

Activity #1: Types and Characteristics of In-Vehicle Evaluation

Have IC's fill in the correct answer for each question on types and characteristics of in-vehicle evaluation.

Activity #2: How to Evaluate the Driver

Have IC's fill in the correct answer for each question on how to evaluate the driver.

BTW Activity

Have IC's practice evaluating a driver when teaching BTW lessons.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

- Module Overview** 4-2
- Section 1: Types and Characteristics of In-Vehicle Evaluation** 4-3
 - Activity #1: Types and Characteristics of In-Vehicle Evaluation 4-8
- Section 2: How to Evaluate the Driver** 4-9
 - Activity #2: How to Evaluate the Driver 4-16
- Section 3: Providing Feedback to the Driver** 4-17
- Section 4: Behind-the-Wheel Activity** 4-19
- Module Summary** 4-20
 - Module Review Activity 4-21
- Summary Sheet** 4-22

Instructor Notes

Discuss

Module Overview



Section Time

Now that we have discussed the in-vehicle teaching techniques let's look at how to evaluate the driver's performance.

Show

Slides 4-1 through 4-4

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC will be evaluated
8. Length of module (2.5 hrs Classroom, 1.75 hrs BTW)
9. How the module will benefit the IC in the real world

Note: Remind IC's to stop you if they have any questions.

Key Words: Write the following key words on the board. Explain that they will be defined as you proceed through the module.

Evaluation	On-going evaluation
Summative evaluation	Guided self-evaluation

Note: Remind IC's to raise a hand if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module, we discussed In-Vehicle Teaching Techniques (Coaching and Correcting).
2. This module is titled “Driver Evaluation.”
3. The purpose of this module is to be able to evaluate a driver when teaching BTW lessons.
4. This module will cover three topics:
 - Types and characteristics of in-vehicle evaluation
 - How to evaluate the driver
 - Providing feedback to the driver
5. By the end of this module, you will be able to:
 - Describe the various types of in-vehicle evaluation.
 - Describe acceptable criteria for rating a driver’s performance.
 - Describe how evaluation takes place and what can be evaluated in the vehicle.
 - Demonstrate how to provide feedback on the driver’s performance.
6. During the module, you will be required to participate in group discussion and activities lead by the instructor. At the end of the module you will participate in a BTW activity to demonstrate your understanding of the content.
7. During the module, you will be evaluated through questions and answers. There will be a 10 point quiz at the end of the module which you must complete with at least 80% accuracy.
8. This module will last approximately 2 hours 30 minutes in the classroom and 1 hour 45 minutes behind-the-wheel.
9. This module will help you to understand how to evaluate a driver when teaching BTW lessons.

Key Words:

You will learn the following key words and their meaning as you proceed through this module:

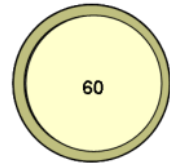
Evaluation	On-going evaluation
Summative evaluation	Guided self-evaluation

Instructor Notes

Introduce **Section 1: Types and Characteristics of In-Vehicle Evaluation**

Ask

Is the student meeting the objectives?
What is evaluation?
What criteria should be used to determine how well a driver is doing?



Section Time

Discuss **The four types of in-vehicle evaluation.**

Show **Slide 4-5**

Discuss **The characteristics of initial evaluation.**

Show **Slide 4-6**

Section 1: Types and Characteristics of In-Vehicle Evaluation

Introduction Section 1 will discuss the types and characteristics of in-vehicle evaluation and the measurements obtained when evaluating drivers.

Four types of in-vehicle evaluation

1. Initial evaluation: what is the student bringing to this lesson, what have they retained/incorporated from the last lesson?
2. On-going evaluation each time a driver drives.
3. Guided self-evaluation by the student.
4. Summative evaluation at the end of the in-vehicle phase.

The characteristics of initial evaluation

- Determine what the student has learned up to that point.
- Look at previous BTW lesson evaluations.
- Ask the student what they are having difficulties with.
- Ask short questions to gauge their understanding.

Instructor Notes

Explain **The characteristics of the on-going evaluation.**

Show **Slides 4-7 through 4-8**

Section 1: Types and Characteristics of In-Vehicle Evaluation

The characteristics of the on-going evaluation

- Occurs each time a driver drives.
- Requires immediate and appropriate feedback from the instructor.
- Instructors must specifically identify the “mistakes” a driver makes.
- Mistakes must be corrected.
 - Can be corrected through use of words.
 - Can be corrected through use of visual aids.
 - Can be corrected through the use of demonstration.
- Instructors should also provide appropriate praise and other positive re-enforcements when necessary.
- This type of evaluation should be written on the individual driver’s in-vehicle record as a progress report and for grading purposes.

Instructor Notes

Discuss **The characteristics of guided self-evaluation.**

Show **Slides 4-9 through 4-10**

Discuss **The characteristics of summative evaluation.**

Show **Slide 4-11**

Section 1: Types and Characteristics of In-Vehicle Evaluation

The characteristics of guided self-evaluation by the student

- Formal attempt to develop the students' ability to evaluate their own driving performance.
- Students should recognize their responsibility for continual self-appraisal during the years of future driving and be able to carry out this responsibility.
- During in-vehicle sessions, students will drive over an established route and at the end of the drive evaluate their own performance.
- The self-evaluation can take the form of brief commentaries which include their most important actions.
- Share with the students (parents) verbally and in writing those skills that they will need to practice with their parents before the next lesson with the instructor.
- It may be appropriate to have the students record their evaluation for further assessment by the instructor and student.
- It is important that students engage in rigorous and accurate self-appraisal. One key point here is for the instructor to avoid imposing their own evaluation before allowing students to provide their own evaluation.

The characteristics of end of unit or course (summative) evaluation

- To evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark.
- Cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met.
- Include a clear alignment between assessment, curriculum, and instruction, as well as the use of assessments that are both valid and reliable.
- Includes end of unit in-vehicle evaluations and course grades.

Instructor Notes

Discuss **Measurements which can be obtained when evaluating drivers.**

Show **Slides 4-12 through 4-13**

Activity Discuss with the instructor candidates the advantages and disadvantages of each type of in-vehicle evaluation of a beginning driver. What can instructors do to enhance the advantages and to change the disadvantages.

Activity Have the instructor candidate's role play in the classroom and eventually in the car, the ongoing evaluation of beginning drivers and the guided self-evaluation.

Section 1: Types and Characteristics of In-Vehicle Evaluation

Measurements obtained when evaluating drivers

1. The driver's skills at maneuvering the car can be measured.
2. The driver's speed choices can be evaluated.
3. The driver's ability to understand the information presented by the roadway (signs, lines, traffic lights) can be measured.
4. The driver's understanding of the rules of the road can be measured.
5. The driver's ability to see, identify & interact with other road users (vehicles, pedestrians, bicycles, etc.) can be measured.
6. The driver's searching skills and their ability to identify and avoid situations that are likely to produce a collision can be measured.
7. The driver's management of space and time (space cushion, position of vehicle in the lane, using vehicle position to communicate with other road users) can be measured.

Instructor Notes

Discuss **What evaluations can determine and identify?**

Show **Slide 4-14**

Section 1: Types and Characteristics of In-Vehicle Evaluation

What evaluations can determine and identify?

Evaluations can consistently:

- Determine where this student is on the learning progression.
- Identify what the next step in the learning process is for this student.
- Determine if the learning process in the lesson is achieving the intended learning outcomes (ILO) for the lesson. If not, what is the cause and what might remediate this? Identify the basic root cause leading to the weakness, and focus on correcting that behavior.
- Determine which drivers are most successful in responding to hazardous traffic situations.
- Identify the driver's strengths and weaknesses based on positive feedback to meet their goals.

Instructor Notes

Activity #1 **Activity #1: Types and Characteristics of In-Vehicle Evaluation**

Show

Slide 4-15

Have candidate's fill in the correct answer for each question.

After candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

1. Initial evaluation, on-going evaluation each time a driver drives, guided self-evaluation and summative evaluation at the end of the in-vehicle phase.
2. They can be corrected through use of words, use of visual aids (traffic boards), and use of demonstration.
3. See page 4-5.

Section Summary

Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: Types and Characteristics of In-Vehicle Evaluation

Activity #1

Activity #1: Types and Characteristics of In-Vehicle Evaluation

Fill in the correct answer for each question.

1. What are four types of in-vehicle evaluation?
 - a. _____
 - b. _____
 - c. _____
 - d. _____

2. What are the 3 ways mistakes can be corrected during the evaluation?
 - a. _____
 - b. _____
 - c. _____

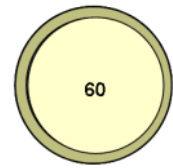
3. List four measurements which can be obtained when evaluating drivers?
 - a. _____
 - b. _____
 - c. _____
 - d. _____

Section 1
Summary

This section covered the types and characteristics of in-vehicle evaluation and the measurements obtained when evaluating drivers.

Instructor Notes

Introduce **Section 2: How to Evaluate the Driver**



Section Time

Discuss **What to do when identifying a driver's performance reliably.**

Show **Slide 4-16**

Discuss **What to do when evaluating the driver.**

Show **Slide 4-17**

Activity Have the instructor candidates utilize the listed evaluation techniques in a simulated classroom situation.

Section 2: How to Evaluate the Driver

Introduction

Section 2 will discuss how to evaluate a driver.

What to do
when identifying
a driver's
performance
reliably

When identifying a driver's performance reliably, you must:

- Identify objectives and content that will influence a driver's behaviors.
 - Be completely familiar with the objectives and the behaviors the student will demonstrate during the lesson.
 - Identify what driver's do and how they control the car.
 - Set criteria for acceptable performance as established in the lesson plan objectives.
 - Prescribe a rating method/route.
 - Evaluate the driver while driving.
-

What to do
when evaluating
the driver

When evaluating the driver you must:

- Observe the driver behaviors closely and carefully.
- Observe the change in traffic situations and conditions.
- Rate the driver after the performance.
- Record the rating in writing.

Instructor Notes

Discuss The process for driver evaluation.

Show Slides 4-18 through 4-19

Section 2: How to Evaluate the Driver

The process for driver evaluation

- If necessary create an evaluation route which will present environments & situations allowing the evaluator to make accurate assessments of the aspects of driving to be evaluated.
- Direct the driver over the route.
- Observe the road environment & all other road users.
- Anticipate potential issues on the roadway well in advance.
- Observe the vehicle behavior.
- Assess what information the driver is acquiring & when they are getting it (use of an eye mirror is extremely helpful) & compare this to the information they need to acquire to drive safely.
- Assess how successful the driver is in their making decisions and the consistency of this process.
- Assess the effectiveness of the driver in implementing the decisions.
- Ensure the safe operation of the vehicle at all times.
- Record the observations.

Instructor Notes

Discuss **The various factors that influence a driver's performance.**

Show **Slide 4-20**

Activity As a small group activity, have the instructor candidates make their own self-assessment as to what makes each successful in driving. This could include successful turning, parking, lane positioning, lane changing, following distance, where they are looking, passing, etc.

Section 2: How to Evaluate the Driver

The various factors that influence a driver's performance

There are various factors that influence a driver's performance. These include:

- Existing risks.
 - Risks that are always present in a particular environment or along selected route.

- Potential risks.
 - Risks that are constantly changing which can cause immediate conflicts along the drivers intended path of travel.

- Environmental conditions.
 - Weather.
 - Areas of limited sight.
 - Areas of limited space.

- Traffic volume.
 - Depends on time of day.

- The type of roadway (driving environment).
 - Expressways
 - Residential
 - Rural
 - Open highways
 - Business district

- The speed of traffic.
 - This will vary depending on driving environments.

Instructor Notes

- Discuss** **The factors that will influence the objectivity of evaluations.**
- Show** **Slide 4-21**
- Activity** Have the instructor candidates develop a list of those items that can influence objectivity in assessing a beginning driver. Give each instructor candidate a form which they would use with a beginning driver to increase objectivity.

Section 2: How to Evaluate the Driver

The factors that will influence the objectivity of evaluations

The following are factors instructors have control over that influence the objectivity of evaluations:

- Giving the directions as planned.
 - Did the route match the objectives for the environment?
 - Did the instructor stay to the route designed for the lesson?
- Rating the driver's performance on what was observed.
 - Did the instructor rate the driver based off the objectives for the environment?
 - Did the instructor observe the driver's behavior closely and carefully when driving?
- Avoid any biases that you may have.
 - Evaluating a driver's performance based off the bias will cause the evaluation to be invalid.
- Avoid any critical comments during the evaluation process.
 - Can cause the driver to become nervous and more likely to make mistakes.

Instructor Notes

Discuss **Driver actions to evaluate.**

Show **Slides 4-22 through 4-23**

Activity When given the 4 driver actions, each instructor candidate should list those items that they would watch for with a beginning driver when making an assessment.

Discuss **How drivers can take actions.**

Show **Slide 4-24**

Section 2: How to Evaluate the Driver

Driver actions to evaluate	<p>When evaluating a driver there are four driver actions to evaluate.</p> <ol style="list-style-type: none">1. Searching (space management system) – is the student driver searching ahead, to the sides and behind and making frequent eye movements?2. Speed control – is the student driver obeying the speed limit, driving at a speed suitable for conditions and the environment, slowing down and speeding up at the correct times?3. Direction Control – is the student driver in the proper lane position, selecting the correct lane, maneuvering turns and curves correctly and using proper lane change procedures, keeping the vehicle in balance?4. Timing and Space Control - is the student driver using proper gap selection, using the proper following distance and maintaining proper space ahead, to the sides and behind?
----------------------------	---

Common driver responses	<p>Drivers commonly respond in any of the six ways.</p> <ol style="list-style-type: none">1. Gradual or smooth.2. Anticipate or make an early response.3. Delay or make a late response.4. NO RESPONSE AT ALL5. Sudden, abrupt or spontaneous response.6. Erratic responses either incidentally or continually.
-------------------------	--

Instructor Notes

Discuss **The cause of driver actions.**

Show **Slides 4-25 through 4-27**

Section 2: How to Evaluate the Driver

The cause of driver actions

Actions can be caused by several key factors, which will directly influence the difficulty of performing certain driving tasks. Those key factors are:

- The time/distance available to judge.
- Time/distance available to take the action once the decision to act has occurred.
- The number of tasks that must be performed.

Driver actions are the result of the decisions the driver makes.

These decisions are influenced by internal & external factors.

Some Internal factors are:

- What the driver knows (about reading the roadway information {signs, lines lights, etc.} & where & how to get this information
- The ability to look for other road users
- The ability to acquire & prioritize information
- The ability to acquire information sufficiently early to allow time for decision making and implementation.
- Internal distractors
- Risk perception
- Risk acceptance

Some External factors are:

- The quantity of information available
- The quality of the information available
- The complexity of the environment
- External distractors

Instructor Notes

- Discuss** **Acceptable and unacceptable criteria for rating a driver's performance.**
- Show** **Slides 4-28 through 4-29**
- Give** Examples for each of the ways to determine whether or not the driver's performance is acceptable.
- Activity** The instructor candidate will develop a specific evaluation plan that they will use each time they are in a driver education vehicle with a beginning driver. This plan should be adoptable for each in-class lesson being taught.

Section 2: How to Evaluate the Driver

Acceptable criteria for rating a driver's performance

There are several ways of determining whether or not the driver's performance in a particular environment is acceptable or unacceptable.

Acceptable criteria for rating driver performance includes:

- Decreasing risk by searching, adjusting speed or direction.
- Not causing another driver to change speed and/or direction.
- Reporting what was observed about the driver's behaviors.
- Complying with traffic laws.

Criteria must be based on state law, proper procedures, time/space management, search habits and student's growth and improvement.

Unacceptable criteria for rating a driver's performance

Unacceptable criteria for rating driver performance includes:

- You "feel comfortable."
- The driver does what you do.
- You become frightened.
- You compare one driver to another driver.

Instructor Notes

Optional Activity

Activity #2: How to Evaluate the Driver

Show

Slide 4-30

Have candidate's fill in the correct answer for each question.

After candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

1. Existing risks, Potential risks, Environmental risks, Traffic volume, the type of roadway, and the speed of traffic.
2. Searching, speed control, direction control and timing.
3. Choose from the following: Did they decrease risk by searching, adjusting speed or direction? Did the cause another driver to change speed or direction? What was observed about the driver's behavior during a particular driving situation?, Did the driver comply with the traffic laws?

Section Summary

Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 2: How to Evaluate the Driver

Activity

Activity #2: How to Evaluate the Driver

Fill in the correct answer for each question.

1. What are the six factors that influence a driver's performance?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____

2. When evaluating a driver what are the four driver actions to evaluate?
 - a. _____
 - b. _____
 - c. _____
 - d. _____

3. List 3 ways to determine whether or not the driver's performance in a particular environment is acceptable.
 - a. _____
 - b. _____
 - c. _____

Section 2
Summary

This section covered how to evaluate the driver.

Instructor Notes

Introduce **Section 3: Providing Feedback to the Driver**



Section Time

Discuss **How to provide feedback to the driver when evaluating their performance.**

Show **Slides 4-31 through 4-32**

Activity The instructor candidates via role playing will practice appropriate ways of providing feedback to beginning drivers while in-vehicle.

Section 3: Providing Feedback to the Driver

Introduction

Section 3 will discuss how to provide feedback to the driver and record keeping.

How to provide feedback to the driver when evaluating their performance

When evaluating a driver's performance providing feedback should:

- Be done in a systematic way related to the objectives of the lesson/environment.
- Relate to judgment and/or performance in searching, speed control, direction control, and timing/decision-making skills.
- Be done timely/immediately, as needed if mistakes are being made, such as:
 - actions or inactions.
 - judgments or decisions.

The observations from the evaluation should be communicated to the driver in a clear & concise manner. If this is part of a learning experience some remedial suggestions relevant to the driver's abilities should be outlined with some reasons why this individual would find it helpful to work to implement these suggestions.

Instructor Notes

Discuss **Record keeping.**

Show **Slide 4-33**

Activity The instructor candidates will be presented with the standard record keeping form from the state and/or the record keeping form used by the public school or driving school. The instructor will emphasize the importance of keeping an ongoing record of the beginning driver's performance.

Section Summary Give a brief summary of Section 3. Ask a few short questions before proceeding onto the Module Summary.



Section 3: Providing Feedback to the Driver

- Record keeping
- Keep records of the driving performance of each student during each in-vehicle period to ensure continuity and keep instructors and students on track.
 - The record should indicate the lesson objectives and the content practiced, an evaluation of the student's performance and progress, and suggestions for what should be covered in subsequent practice periods.
 - An accurate record of the student's past performance encourages the instructor to design each in-vehicle practice in relation to needed skills and objectives.

Section 3 Summary

This section covered how to provide feedback to the driver and effective record keeping.

Instructor Notes

Introduce **Section 4: Behind-the-Wheel Activity**

Note: Take this section with you to the vehicle.



Section Time

Show **Slides 4-34 through 4-38**

Purpose The purpose of this BTW activity is to demonstrate teaching techniques, coaching the driver, providing commentary and practice evaluating a driver when teaching BTW lessons.

Objectives By the end of this activity, you will be able to demonstrate:

- The various teaching techniques.
- Coaching techniques.
- Questioning techniques for in-vehicle.
- How to visually search the roadway.
- How to summarize the lesson.
- The various types of in-vehicle evaluation.
- How, when or where to provide feedback to the driver's performance.
- How to fill out information on an evaluation form.

BTW Activity **The following activities should be completed in the vehicle: (check off each box when completed)**

- Role play being an instructor by providing directions and commentary teaching.
- Practice the various coaching and evaluation techniques.
- Practice how to visually search the roadway ahead and check eye movement of the driver.
- Engage the observers.
- Summarize the in-vehicle lesson.
- Practice appropriate ways of providing feedback.
- Practice filling out an evaluation form.

Section Summary Give a brief summary of Section 4. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 4: Behind-the-Wheel Activity

Introduction Section 4 will allow you to work with your instructor in the vehicle to provide directions and commentary to the instructor and summarize the lesson as well as practice providing feedback and completing an in-vehicle evaluation form on the student.

Purpose The purpose of this BTW activity is to demonstrate teaching techniques, coaching the driver, providing commentary and practice evaluating a driver when teaching BTW lessons.

Objectives By the end of this activity, you will be able to demonstrate:

- The various teaching techniques.
- Coaching techniques.
- Questioning techniques for in-vehicle.
- How to visually search the roadway.
- How to summarize the lesson.
- The various types of in-vehicle evaluation.
- How, when or where to provide feedback to the driver's performance.
- How to fill out information on an evaluation form.

BTW Activity Your instructor will have you perform the following activities in the vehicle:

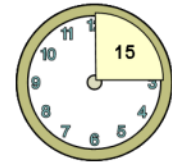
- Role play being an instructor by providing directions and commentary teaching.
- Practice the various coaching and evaluation techniques.
- Practice how to visually search the roadway ahead and check eye movement of the driver.
- Engage the observers.
- Summarize the in-vehicle lesson.
- Practice appropriate ways of providing feedback.
- Practice filling out an evaluation form.

Materials

- Clipboard
- Pens / pencils
- Sample driving route(s)
- Sample lesson plan(s)
- Evaluation forms
- This page

Section 4 Summary This section provided the opportunity to demonstrate ways of providing feedback to drivers and filling out and recording information on an evaluation form.

Instructor Notes



Section Time

Module Summary Summarize the purpose of the module.

Summarize The module objectives.

Summarize The information that was presented in the module.

Show **Slides 4-39 through 4-42**

Key Words The following “Key Words” were introduced in this module.

Evaluation	On-going evaluation
Summative evaluation	Guided self-evaluation

Activity Conduct Module Review Activity: Key Words Matchup.

Summary Provide the summary sheet as a review of the module.

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.

1. Name the types of in-vehicle evaluation.
2. What measurements can be obtained when evaluating drivers?
3. How can you identify a driver’s performance reliably?
4. What factors will influence the objectivity of evaluations?

Quiz Administer quiz on Module 4.

Review Score and review quiz with instructor candidates after completion. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will cover command and control of the mobile classroom.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to describe how to evaluate a driver when teaching BTW lessons.

By the end of this module, you should be able to:

- Describe the various types of in-vehicle evaluation.
- Describe acceptable criteria for rating a driver's performance.
- Describe how evaluation takes place and what can be evaluated in the vehicle.
- Describe how to provide feedback on the driver's performance.

The information presented in this module is essential for understanding how to evaluate a driver when teaching BTW lessons.

Key Words

The following "Key Words" were introduced and defined during the lesson.

Evaluation	On-going evaluation
Summative evaluation	Guided self-evaluation

Instructor Notes

Optional Module Review Activity

Key Words Matchup

Have IC's write in the letter of the associated key word.

After IC's have completed the activity, discuss the answers and explain any questions.

Answer Key

1. B
2. A
3. C
4. D

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Evaluation	B. On-going evaluation
C. Summative evaluation	D. Guided self-evaluation

1. _____ Evaluating the driver each time the driver drives.
2. _____ Identifying the driver's strengths and weaknesses.
3. _____ Evaluation at the end of the in-vehicle phase.
4. _____ Formal attempt to develop the students' ability to evaluate their own driving performance.

Instructor Notes

Summary Sheet

Provide IC's with a summary sheet as a review of the module.

Review

Module highlights with IC's and answer any questions about the content.

NOTE

Point out the Summary Sheets as a resource to refer to later. Do not go into detail or reteach the content in the Summary Sheets.



Elapsed Time

Summary Sheet

Summary
Sheet

Four types of in-vehicle evaluation

1. Initial evaluation
2. On-going evaluation each time a driver drives.
3. Guided self-evaluation
4. Summative evaluation at the end of the in-vehicle phase.

Mistakes must be corrected through use of:

- words.
- visual aids (traffic boards).
- demonstration.

Measurements obtained when evaluating drivers:

- The driver's skills at maneuvering the car can be measured.
- The driver's ability to identify and avoid situations that are likely to produce a collision.

Evaluations can consistently:

- Determine which drivers are most successful in responding to hazardous traffic situations.
- Identify the driver's strengths and weaknesses.

The various factors that influence a driver's performance:

- Existing risks, Potential risks, Environmental conditions, Traffic volume, the type of roadway, and the speed of traffic.

Driver actions to evaluate:

- Searching, speed control, direction control and timing

Common driver responses.

Drivers can respond in any of the six ways.

1. Gradual or smooth.
2. Anticipate or make an early response.
3. Delay or make a late response.
4. NO RESPONSE AT ALL
5. Sudden, abrupt or spontaneous response.
6. Erratic responses either incidentally or continually.

Instructor Notes

Summary Sheet Provide candidate's with a summary sheet as a review of the module.

Review Module highlights with candidates.

Summary Sheet

Summary Sheet

Acceptable criteria for rating a driver's performance

Did they decrease risk by searching, adjusting speed or direction?, Did they cause another driver to change speed or direction?, What was observed about the driver's behavior during a particular driving situation?, Did the driver comply with the traffic laws?

Unacceptable criteria for rating a driver's performance

Did "you feel comfortable? Did the driver follow your commands when told? Did you become frightened? You compare one driver to another driver, Would you feel comfortable with the student driving towards you in another vehicle?

How to provide feedback to the driver when evaluating their performance

- Be done in a systematic way.
- Relate to judgment and/or performance in searching, speed control, direction control, and timing/decision-making skills.
- Be immediately done if mistakes are being made


Record keeping

- Keep records of the driving performance of each student during each in-vehicle period indicating the content practiced, an evaluation of the student's performance, and suggestions for what should be covered in subsequent practice periods, which encourages the instructor to design each in-vehicle practice in relation to needed skills.

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Module 4

Driver Evaluation




Slide 4-2

Purpose of the Module

- ▶ To be able to evaluate a driver when teaching BTW lessons.

Module 4 PW page 4-2




Slide 4-3

Module Sections

This module will cover three topics:

- ▶ Types and characteristics of in-vehicle evaluation
- ▶ How to evaluate the driver
- ▶ Providing feedback to the driver

Module 4 PW page 4-2




Slide 4-4

Module Objectives

- ▶ By the end of this Module, you will be able to:
 - Describe the various types of in-vehicle evaluation.
 - Describe acceptable criteria for rating a driver's performance.
 - Describe how evaluation takes place and what can be evaluated in the vehicle.
 - Demonstrate how to provide feedback on the driver's performance.

Module 4 PW page 4-2




Slide 4-5

Types of In-vehicle Evaluation

1. Initial evaluation: what is the student bringing to this lesson, what have they retained/incorporated from the last lesson?
2. On-going evaluation each time a driver drives.
3. Guided self-evaluation by the student.
4. Summative evaluation at the end of the in-vehicle phase.

Module 4 PW page 4-2




Slide 4-6

Characteristics of Initial Evaluation

- ▶ Determine what the student has learned up to that point.
- ▶ Look at previous BTW lesson evaluations.
- ▶ Ask the student what they are having difficulties with.
- ▶ Ask short questions to gauge their understanding.


Module 4 PW page 4-3



Slide 4-7

Characteristics of the On-Going Evaluation


- ▶ Occurs each time a driver drives.
- ▶ Requires immediate and appropriate feedback from the instructor.
- ▶ Instructors must specifically identify the “mistakes” a driver makes.

Module 4 PW page 4-4 

Slide 4-8

Characteristics of the On-Going Evaluation


- ▶ Mistakes must be corrected.
 - through use of words.
 - through use of visual aids.
 - through the use of demonstration.
- ▶ Provide praise and other positive re-enforcements when necessary.
- ▶ Written on the individual driver’s in-vehicle record.

Module 4 PW page 4-4 

Slide 4-9

Characteristics of Guided Self-Evaluation by the Student


- ▶ Formal attempt to evaluate their own driving performance.
- ▶ Ensure that students recognize their responsibility for continual self-appraisal during the years of future driving.
- ▶ Students will evaluate their own performance after driving established route.
- ▶ Can take the form of brief commentaries which include their most important actions.

Module 4 PW page 4-5 

Slide 4-10

Characteristics of Guided Self-Evaluation by the Student


- ▶ Share with the students (parents) skills they need to practice with their parents before the next lesson.
- ▶ Have the students record their evaluation for further assessment by the instructor and student.
- ▶ Instructor should avoid imposing their own evaluation before allowing students to do so.

Module 4 PW page 4-5 

Slide 4-11

Characteristics of Summative Evaluation


- ▶ Evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark.
- ▶ Cumulative evaluations used to measure student growth after instruction.
- ▶ Include a clear alignment between assessment, curriculum, and instruction.
- ▶ Includes end of unit in-vehicle evaluations and course grades.

Module 4 PW page 4-5 

Slide 4-12

Measurements Obtained When Evaluating Drivers

- ▶ The driver’s skills at maneuvering the car.
- ▶ The driver’s speed choices.
- ▶ The driver’s ability to understand the information presented by the roadway (signs, lines, traffic lights).
- ▶ The driver’s understanding of the rules of the road.

Module 4 PW page 4-6 

Slide 4-13

Measurements Obtained When Evaluating Drivers

- ▶ The driver's ability to see, identify & interact with other road users.
- ▶ The driver's searching skills and their ability to identify and avoid situations that are likely to produce a collision.
- ▶ The driver's management of space and time.

Module 4 PW page 4-6 ANSTSE

Slide 4-14

What Evaluations Can Determine?

- ▶ Where this student is on the learning progression.
- ▶ What the next step in the learning process is for this student.
- ▶ If the lesson is achieving the intended learning outcomes. If not, what is the cause and what might remediate this?
- ▶ Identify the cause, leading to the weakness and focus on correcting that behavior.
- ▶ Which drivers are most successful in responding to hazardous traffic situations.
- ▶ The driver's strengths and weaknesses based on positive feedback to meet their goals.

Module 4 PW page 4-7 ANSTSE

Slide 4-15

Learning Activity

Activity #1: Types and Characteristics of In-vehicle Evaluation

Fill in the correct answer for each question on types and characteristics of in-vehicle evaluation

Module 4 PW page 4-8 ANSTSE

Slide 4-16

Identifying a Driver's Performance Reliably

- ▶ Identify objectives and content that will influence a driver's behaviors.
- ▶ Be completely familiar with the objectives and the behaviors the student will demonstrate during the lesson.
- ▶ Identify what driver's do and how they control the car.
- ▶ Set criteria for acceptable performance as established in the lesson plan objectives.
- ▶ Prescribe a rating method/route.
- ▶ Evaluate the driver while driving.

Module 4 PW page 4-9 ANSTSE

Slide 4-17

What to Do When Evaluating the Driver

- ▶ Observe the driver behaviors closely and carefully.
- ▶ Observe the change in traffic situations and conditions.
- ▶ Rate the driver after the performance.
- ▶ Record the rating in writing.

Module 4 PW page 4-9 ANSTSE

Slide 4-18

The Process for Driver Evaluation

- ▶ Create an evaluation route which will present environments & situations to be evaluated.
- ▶ Direct the driver over the route.
- ▶ Observe the road environment & all other road users.
- ▶ Anticipate potential issues on the roadway well in advance.
- ▶ Observe the vehicle behavior.

Module 4 PW page 4-10 ANSTSE

Slide 4-19

The Process for Driver Evaluation


- ▶ Assess what information the driver is acquiring & when they are getting it & compare this to the information they need to acquire to drive safely.
- ▶ Assess how successful the driver is in their making decisions and the consistency of this process.
- ▶ Assess the effectiveness of the driver in implementing the decisions.
- ▶ Ensure the safe operation of the vehicle at all times.
- ▶ Record the observations.

Module 4 PW page 4-10

Slide 4-20

Various Factors that Influence a Driver's Performance

- ▶ Existing risks
- ▶ Potential risks
- ▶ Environmental conditions
- ▶ Traffic volume
- ▶ The type of roadway
- ▶ The speed of traffic



Module 4 PW page 4-11

Slide 4-21

Factors that Influence Objectivity of Evaluations


- ▶ Giving the directions as planned
- ▶ Rating the driver's performance on what was observed
- ▶ Avoid any pet peeves that you may have
- ▶ Avoid any critical comments during the evaluation process

Module 4 PW page 4-12

Slide 4-22

Driver Actions to Evaluate

- ▶ **Searching** – is the student driver searching ahead, to the sides and behind and making frequent eye movements?
- ▶ **Speed control** – is the student driver obeying the speed limit, driving at a speed suitable for conditions, slowing down and speeding up at the correct times?





Module 4 PW page 4-13

Slide 4-23

Driver Actions to Evaluate

- ▶ **Direction Control** – is the student driver in the proper lane position, selecting the correct lane, maneuvering turns and curves correctly and using proper lane change procedures, keeping the vehicle in balance?
- ▶ **Timing and Space Control** – is the student driver using proper gap selection, using the proper following distance and maintaining proper space ahead, to the sides and behind?





Module 4 PW page 4-13

Slide 4-24

How Drivers Can Take Actions

- ▶ Gradual or smooth.
- ▶ Anticipate or make an early response.
- ▶ Delay or make a late response.
- ▶ NO RESPONSE AT ALL
- ▶ Sudden, abrupt or spontaneous response.
- ▶ Erratic responses either incidentally or continually.




Module 4 PW page 4-13

Slide 4-25

The Cause of Driver Actions

- ▶ The time/distance available to judge.
- ▶ Time/distance available to take the action once the decision to act has occurred.
- ▶ The number of tasks that must be performed.




Module 4 PW page 4-14 ANSTSE

Slide 4-26

Internal Factors

- ▶ What the driver knows (about reading the roadway information & where & how to get this information)
- ▶ The ability to look for other road users
- ▶ The ability to acquire & prioritize information
- ▶ The ability to acquire information sufficiently early to allow time for decision making and implementation.
- ▶ Internal distractors
- ▶ Risk perception
- ▶ Risk acceptance



Module 4 PW page 4-14 ANSTSE

Slide 4-27

External Factors

- ▶ The quantity of information available
- ▶ The quality of the information available
- ▶ The complexity of the environment
- ▶ External distractors

Module 4 PW page 4-14 ANSTSE

Slide 4-28

Acceptable Criteria for Rating a Driver's Performance

- ▶ Decreasing risk by searching, adjusting speed or direction.
- ▶ Not causing another driver to change speed and/or direction.
- ▶ Reporting what was observed about the driver's behaviors.
- ▶ Complying with traffic laws.

Module 4 PW page 4-15 ANSTSE

Slide 4-29

Unacceptable Criteria for Rating a Driver's Performance

- ▶ You "feel comfortable."
- ▶ The driver does what you do.
- ▶ You become frightened.
- ▶ You compare one driver to another driver. Would you feel comfortable with the student driving towards you in another vehicle?

Module 4 PW page 4-15 ANSTSE

Slide 4-30

Learning Activity

Activity #2: How to Evaluate the Driver


Fill in the correct answer for each question on how to evaluate the driver.

Module 4 PW page 4-16 ANSTSE

Slide 4-31

Providing Feedback to a Driver


- ▶ Be done in a systematic way related to the objectives of the lesson/environment.
- ▶ Relate to judgment and/or performance in searching, speed control, direction control, and timing/decision-making skills.
- ▶ Be done immediately if mistakes are being made, such as:
 - Wrong actions or inactions.
 - Wrong judgments or decisions.

Module 4 PW page 4-17 

Slide 4-32


Providing Feedback to a Driver

- ▶ Communicated in a clear & concise manner
- ▶ Remedial suggestions relevant to the driver's abilities should be outlined
- ▶ Provide reasons why this individual would find it helpful to work to implement these suggestions.


Module 4 PW page 4-17 

Slide 4-33


Record Keeping



- ▶ Keep records of the driving performance of each student during each in-vehicle period.
- ▶ Should indicate the:
 - lesson objectives
 - the content practiced
 - an evaluation of the student's performance and progress
 - suggestions for what should be covered in subsequent practice periods.
- ▶ An accurate record of the student's past performance encourages the instructor to design each in-vehicle practice in relation to needed skills and objectives.


Module 4 PW page 4-18 

Slide 4-34

 BTW Activity

Behind-the-Wheel Activity


Take this section with you to the vehicle when conducting the behind-the-wheel activity.

Module 4 PW page 4-19 

Slide 4-35

Activity Purpose

- ▶ **To demonstrate teaching techniques, coaching the driver, providing commentary and practice evaluating a driver when teaching BTW lessons.**


Module 4 PW page 4-19 

Slide 4-36

Activity Objectives

By the end of this activity, you will be able to demonstrate:

- The various teaching techniques.
- Coaching techniques.
- Questioning techniques for in-vehicle.
- How to visually search the roadway.
- How to summarize the lesson.
- The various types of in-vehicle evaluation.
- How, when or where to provide feedback to the driver's performance.
- How to fill out information on an evaluation form.

Module 4 PW page 4-19 

Slide 4-37

Specific Activities

You will perform the following activities in the vehicle:

- ▶ Role play by providing directions and commentary teaching.
- ▶ Practice various coaching techniques.
- ▶ Practice how to visually search the roadway.
- ▶ Engage observers.
- ▶ Summarize lesson.
- ▶ Practice providing feedback.
- ▶ Practice filling out evaluation form.

Module 4 PW page 4-19 ANSTSE

Slide 4-38

Materials Needed

- ▶ Clipboard
- ▶ Pens / pencils
- ▶ Sample driving route(s)
- ▶ Sample lesson plan(s)
- ▶ Evaluation forms
- ▶ The Behind-the-Wheel Activity page from your participant workbook

Module 4 PW page 4-19 ANSTSE

Slide 4-39

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the various types of in-vehicle evaluation.
 - Describe acceptable criteria for rating a driver's performance.
 - Describe how evaluation takes place and what can be evaluated in the vehicle.
 - Describe how to provide feedback on the driver's performance.

Module 4 PW page 4-20 ANSTSE

Slide 4-40

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 4 PW page 4-21 ANSTSE

Slide 4-41

Questions and Answers

- ▶ Name the types of in-vehicle evaluation.
- ▶ What measurements can be obtained when evaluating drivers?
- ▶ How can you identify a driver's performance reliably?
- ▶ What factors will influence the objectivity of evaluations?

Module 4 ANSTSE

Slide 4-42

Questions?

?

Module 4 ANSTSE

Part III Module 4 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either circle the best answer from the questions below or fill in the correct answer.

1. Which is a characteristic of the on-going evaluation?
 - a. Describes what the student is bringing to the lesson, what they have retained or incorporated from the last lesson.
 - b. During in-vehicle sessions, students will drive over an established route and at the end of the drive evaluate their own performance.
 - c. This type of evaluation should be written on the individual driver's in-vehicle record as a progress report and for grading purposes.

2. Which is a characteristic of the guided self-evaluation?
 - a. Instructors must specifically identify the "mistakes" a driver makes.
 - b. Requires immediate and appropriate feedback from the instructor.
 - c. Students engage in rigorous and accurate self-appraisal.

3. In-vehicle evaluations can determine or identify:
 - a. a driver's ability to drive before they reach the roadway.
 - b. how much a driver will grow throughout the in-vehicle lesson when they first enter the vehicle.
 - c. where the next step in the learning process is for the student.

4. What is one thing you can do when identifying a driver's performance reliably?
 - a. Anticipate potential issues on the roadway well in advance.
 - b. Identify what driver's do and how they control the vehicle.
 - c. Observe the change in traffic situations and conditions.

5. Which of these is a factor that instructors have control over that influence the objectivity of evaluations?
 - a. Erratic responses either incidentally or continually.
 - b. Rating the driver's performance on what was observed.
 - c. Risks that are always present in a particular environment or along selected route.

6. When providing feedback on a driver's performance:
 - a. do it in a systematic way related to the objectives of the lesson/environment.
 - b. compare one driver to another driver.
 - c. report what was observed about the driver's behaviors.

7. What are the four types of in-vehicle evaluation?

a.

b.

c.

d.

8. List three things that can be measured when evaluating drivers.

a.

b.

c.

9. The process for driver evaluation has many steps. List three.

a.

b.

c.

10. Name 3 factors that influence a driver's performance.

a.

b.

c.

Module 5
Command and Control of the
Mobile Classroom

Instructor Notes

Activities

Activity #1: Demonstrating Proper Seating Position

Demonstrate using a chair the proper seating position to the IC's.

BTW Activity

Have IC's practice taking control of the vehicle and using a dual-brake.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

Module Overview	5-2
Section 1: Managing and Taking Control of the Vehicle	5-3
Activity #1: Demonstrating Proper Seating Position.....	5-3
Section 2: Utilizing a Dual Brake in the Vehicle	5-7
Section 3: What to do in Case of Collisions	5-8
Section 4: Behind-the-Wheel Activity	5-9
Module Summary	5-10
Module Review Activity	5-11
Summary Sheet	5-12

Instructor Notes

Discuss

Module Overview



Section Time

Module 4 discussed driver evaluation. Now let's look at how to take control of the vehicle in an emergency situation.

Show

Slides 5-1 through 5-4

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC will be evaluated
8. Length of module (1 hr classroom, 1.5 hrs BTW)
9. How the module will benefit the IC in the real world

Note: Remind IC's to stop you if they have any questions.

Key Words: Write the following key words on the board. Explain that they will be defined as you proceed through the module.

Center-pull parking brake	Dual instructors brake	Gear selector lever
---------------------------	------------------------	---------------------

Note: Remind IC's to ask if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module we discussed driver evaluation.
2. This module is titled “Command and Control of the Mobile Classroom.”
3. The purpose of this module is to help you understand the proper instructor seating position, when and how to take control of the vehicle during in-vehicle instruction, how to utilize dual-brakes, and what to do in an emergency or collision.
4. This module will cover three topics:
 - Managing and taking control of the vehicle
 - Utilizing a dual brake in the vehicle
 - What to do in case of collisions
5. By the end of this module, you will be able to:
 - Demonstrate the proper instructor seating position.
 - Demonstrate when and how to manage and take control of the vehicle.
 - Demonstrate how to utilize dual-brakes.
 - Explain what to do in an emergency or collision.
6. During the module, you will be required to participate in group discussion and activities. At the end of the module you will participate in a BTW activity to demonstrate your understanding of the content.
7. During the module, you will be evaluated through questions and answers. There will be a 10-question quiz at the end of the module which you must complete with at least 80% accuracy.
8. This module will last approximately 1 hour in the classroom and 1.5 hours behind-the-wheel.
9. In this module you will learn how to take control of the vehicle during in-vehicle instruction and utilize dual brakes in the vehicle.

Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Center-pull parking brake	Dual instructors brake	Gear selector lever
---------------------------	------------------------	---------------------

Instructor Notes

Introduce

Section 1: Managing and Taking Control of the Vehicle



Section Time

Discuss

The importance of instructor seating position while teaching in-vehicle.

Show

Slide 5-5

Activity

Activity #1: Demonstrating Proper Seating Position

Show

Slide 5-6

Demonstrate

Using chairs the proper seating position to the IC's.

Section 1: Managing and Taking Control of the Vehicle

Introduction Section 3 will discuss the importance of the instructor seating position while teaching in-vehicle and how to manage and take control of the vehicle in an emergency situation.

Instructor seating position 1. The instructor shall be sitting in a manner to take control of the vehicle.

- Relaxed position but alert.
- Left hand should be in a position of immediate access to the steering wheel, typically perched on the center console and gear selector lever.
- Foot positioned ready to use the dual brake.

Activity **Activity #1: Demonstrating Proper Seating Position**

Your instructor will demonstrate the proper seating position to you.

Instructor Notes

- Discuss** **Ways of managing and controlling the vehicle.**
- Show** **Slides 5-7 through 5-11**
- Explain** To the instructor candidates that there are several ways of controlling the vehicle.
- Emphasize** That anticipating and using verbal commands is the optimal way of maintaining control of the vehicle.

Section 1: Managing and Taking Control of the Vehicle

Ways of managing and controlling the vehicle

Explain the process to the novice driver for managing and taking control of the vehicle, when needed.

1. Use of verbal commands.
2. Use of controls during the lesson. Should be explained prior to starting the lesson.
 - Dual brake use.
 - Steering assistance if needed
 - Gear selector lever
3. Taking control of the vehicle by using the steering wheel.
 - Left hand should be in a position of immediate access to the steering wheel.
 - Adjust the steering wheel if the situation presents a threat.
4. Taking control of the vehicle using the dual instructors brake.
 - Do not let dual brake become a student's crutch.
 - Firm pressure with ball of foot.
 - Use when a situation may become a threat to you or other roadway users.
5. Taking control of the vehicle by using the gear selector lever.
 - Left hand in position to reach gear selector lever.
 - Shift to "neutral" in situations where engine is over revving or acceleration is more than braking power.
6. Taking control of the vehicle by using the center-pull parking brake.
 - Can be used as a back-up to instructor brake.
 - Should limit its use due to possible rear-wheel lock-up.
 - Thumb should depress button when using.

Do not turn off the ignition while the vehicle is moving to demonstrate vehicle emergencies. This is unsafe.

Instructor Notes

Discuss **How to recognize and take appropriate action when drivers cannot perform.**

Show **Slides 5-12 and 5-13**

Section 1: Managing and Taking Control of the Vehicle

Recognizing and taking appropriate action when drivers cannot perform

You can tell when a student is not understanding the lesson if the student:

- Seems confused or frustrated
- Is asking a lot of questions
- Doesn't feel comfortable performing a maneuver

What to do when a student is not understanding the tasks:

- Explain the material in a different manner.
- Break down the steps to the procedure.
- Take over control for part of the maneuver such as braking and see if that helps.
- When a student seems overloaded go back to a simpler maneuver or less complex maneuver and review.

It is possible that a student will just be doing something dangerous or wrong.

- There may not be a lot of discussion.
- Instruct the student on what to do.

Instructor Notes

Discuss **Student issues.**

Show **Slides 5-14 and 5-17**

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: Managing and Taking Control of the Vehicle

Student issues The student should know that their learning and safety is the instructor's highest priority.

The student may express the following issues while in the vehicle:

- Nervousness
 - Take each step slowly and clearly
 - When you introduce a new topic or skills many students will freeze up or become overloaded
 - Back up and review, go back to basics
- Crying
 - Result of frustration
 - Try not to push too far
- Know it all
 - Ask a lot of questions
 - In this way the student realizes what they don't know
- Lack of confidence
 - Focus on what the student does well in the beginning
 - As they gain skill you can critique their skills or challenge them more
- Doesn't listen or follow directions
 - It is important to maintain safety at all times
 - Do not yell at the student
 - May have to use dual instructor brake if student continues (i.e. speed)
 - When possible talk to parents regarding student behavior

Section 1 This section covered the importance of the instructor seating position
Summary while teaching in-vehicle and how to take control of the vehicle.

Instructor Notes

Introduce

Section 2: Utilizing A Dual Brake in the Vehicle



Section Time

Discuss

How to use a dual-brake during in-vehicle instruction.

Show

Slides 5-18 through 5-19

Section Summary

Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 2: Utilizing a Dual Brake in the Vehicle

Introduction Section 2 will discuss how to utilize a dual-brake during in-vehicle instruction.

How to use a dual-brake during in-vehicle instruction

1. The instructor candidate should determine that the dual brake is installed properly (see manufacturer's instructions) and is positioned in such a way that it operates smoothly.
2. Prior to the student lessons, the instructor candidate should practice applying the dual control brake with their right foot while the vehicle is operated at varying speeds to determine how the vehicle will respond.
3. The dual control brake should only be used to control the driving situation.
4. Verbal commands should be used before using the dual brake, if possible. When necessary, use the dual brake.
5. The instructor candidate should not place their foot over or on the dual control brake because the brake can be sensitive and may lead to the brake being pressed by mistake.
6. The instructor candidate must maintain an instructional position in the car so that he/she can smoothly operate the dual control brake.
7. **The dual control brake should be rarely used as it will cause the student to become dependent on the instructor candidate's actions.**

Section 2
Summary

This section covered the procedures for using the dual-brake during in-vehicle instruction.

Instructor Notes

Introduce **Section 3: What to Do in Case of Collisions**



Section Time

Discuss **What to do in an emergency or collision.**

Show **Slides 5-20 through 5-23**

Section Summary Give a brief summary of Section 3. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 3: What to do in an Emergency or Collision

Introduction Section 3 will discuss what to do in an emergency or collision.

What to do in an emergency or collision If an emergency or collision occurs follow the policies and procedures established by your program.

Example procedures may include:

1. Stop immediately.
2. Protect and control the scene.
3. Aid the injured (if qualified, otherwise call for help)
4. Record witnesses' names and addresses
5. If necessary call 911 or proper authorities.
6. Exchange information/reporting

Take these additional steps after a collision:

1. Make a sketch of the collision scene
2. Take a photograph
3. Record such facts as time, date, location, weather and driving conditions
4. Note the name of the hospital to which any injured persons were taken
5. Note the name and the identification number of the police officer at the collision scene
6. Notify the program manager and follow procedures by your program administrator.
7. Follow state and jurisdictional requirements for emergencies.

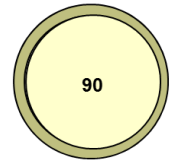
Give police the facts. Provide honest, accurate facts and never argue about who was to blame. Do not admit fault. Stay at the scene until all information has been recorded. Produce proof of financial responsibility by showing a card that lists current insurance or a bond card. Also, notify appropriate insurance agent promptly.

Section 3 Summary This section covered how to take control of the vehicle in an emergency situation.

Instructor Notes

Introduce **Section 4: Behind-the-Wheel Activity**

Note: Take this section with you to the vehicle.



Section Time

Show **Slides 5-24 through 5-29**

Purpose The purpose of this BTW activity is to give you practice (30 minutes in a parking lot and 60 minutes on the road) managing and taking control of the vehicle.

Objectives By the end of this activity, you will demonstrate how to:

- Use proper instructor seating and hand positions.
- Use verbal commands to maintain control.
- Take physical control of the vehicle.

BTW Activity **With the Instructor Trainer driving, the following activities will be practiced in the vehicle:**

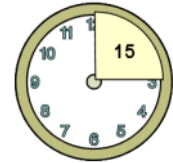
- Proper instructor seating and hand positions.
- How to manage risks during BTW instruction.
- Practice visual skills and other techniques learning in the driver education program.
- How to anticipate student errors and use verbal commands to take and maintain control of the vehicle.
- How to take physical control of the vehicle.
 - Instructor/center brake (soft/medium/hard braking).
 - Instructor brake with accelerator applied.
 - Using steering assist.
 - Taking control of the steering wheel depending on the location of student's hands.
 - Placing the transmission into neutral.
- IC's will practice the techniques above during the following situations/environments:
 - Backing Residential driving
 - Parking lot driving Roadway driving under 45 mph
 - Turns
 - Lane changes

Section Summary Give a brief summary of Section 4. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Instructor Notes



Section Time

Module Summary Summarize the purpose of the module.

Summarize The module objectives.

Summarize The information that was presented in the module.

Show **Slides 5-30 through 5-33**

Key Words The following “Key Words” were introduced in this module.

Center-pull parking brake	Dual instructors brake	Gear selector lever
---------------------------	------------------------	---------------------

Activity Conduct Module Review Activity: Key Words Matchup

Summary Provide the summary sheet as a review of the module.

Questions and Answers Ask a few short questions and allow instructor candidates to ask questions for additional information or clarification.

1. Describe ways that the instructor can take control of the vehicle.
2. Describe how to use dual brakes during in-vehicle instruction.

Quiz Administer quiz on Module 5.

Review Score and review quiz with instructor candidates after completion. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will cover putting it all together and practice teaching.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to help you understand the proper instructor seating position, when and how to take control of the vehicle during in-vehicle instruction, how to utilize dual-brakes, and what to do in an emergency or collision.

By the end of this module, you should be able to:

- Demonstrate the proper instructor seating position.
- Demonstrate when and how to manage and take control of the vehicle.
- Demonstrate how to utilize dual-brakes.
- Explain what to do in an emergency or collision..

The information presented in this module is essential for teaching you how to take control of the vehicle during in-vehicle instruction and utilize dual brakes in the vehicle.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Center-pull parking brake	Dual instructors brake	Gear selector lever
---------------------------	------------------------	---------------------

Instructor Notes

Module Review Activity

Key Words Matchup

Have instructor candidates write in the letter of the associated key word.

After instructor candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

1. C
2. A
3. B

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Center-pull parking brake	B. Dual instructors brake	C. Gear selector lever
-------------------------------------	----------------------------------	-------------------------------

2. _____ Allows the driver to shift the transmission and is located either on the steering column or on a console located between the front seats.
3. _____ A hand-operated lever located to the right of the steering column, or to the right of the driver on the floor or center console used to stop the vehicle in an emergency situation.
5. _____ For use by the instructor and located on the passenger side of the vehicle to be used in an emergency situation.

Instructor Notes

Summary Sheet	Provide instructor candidates with a summary sheet as a review of the module.
Review	Module highlights with instructor candidates and answer any questions about the content.
Note	Point out the Summary Sheets as a resource to refer to later. Do not go into detail or reteach the content in the Summary Sheets.



Elapsed Time

Summary Sheet

Summary Sheet

Instructor seating position

You should be sitting in a manner to take control of the vehicle by sitting in a relaxed but alert position, with your left hand positioned in immediate access to the steering wheel and gear selector lever and your foot positioned ready to use the dual brake.

Controlling the vehicle in an emergency situation

The instructor can take control of the vehicle by means of:

- The steering wheel – if the situation presents a threat
- The dual instructors brake - use when a situation becomes a threat to you or other roadway users
- The gear selector lever – use in situations where engine is over revving or acceleration is more than braking power
- The center-pull parking brake - used as a back-up to instructor brake

Utilizing the dual brake in the vehicle

Practice using and only use when necessary so the student does not become dependent on the instructor's actions.

What to do in an emergency or collision


Follow the procedures of your program. Example procedures may include:

1. Stop immediately.
2. Protect and control the scene.
3. Aid the injured (if qualified, otherwise call for help)
4. Record witnesses' names and addresses
5. If necessary, call 911 or proper authorities.
6. Exchange information/reporting

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Module 5

Command and Control of the Mobile Classroom




Slide 5-2

Purpose of the Module

- ▶ To help you understand:
 - the proper instructor seating position,
 - when and how to take control of the vehicle during in-vehicle instruction,
 - how to utilize dual-brakes, and
 - what to do in an emergency or collision.

Module 5 PW page 5-2




Slide 5-3

Module Sections

This module will cover three topics:

- ▶ Managing and taking control of the vehicle
- ▶ Utilizing equipment in the vehicle
- ▶ What to do in case of collisions.

Module 5 PW page 5-2




Slide 5-4

Module Objectives

- ▶ By the end of this Module, you will be able to:
 - Demonstrate the proper instructor seating position.
 - Demonstrate when and how to manage and take control of the vehicle.
 - Demonstrate how to utilize dual-brakes.
 - Explain what to do in an emergency or collision.

Module 5 PW page 5-2




Slide 5-5

The Importance of Instructor Seating Position

- ▶ Relaxed position but alert.
- ▶ Left hand in position of immediate access to the steering wheel.
- ▶ Foot positioned ready to use the dual brake.

Module 5 PW page 5-3




Slide 5-6

Learning Activity

Activity #1: Demonstrating Proper Seating Position

Demonstrate using chairs or in the vehicle the proper seating position to the instructor candidates.


Module 5 PW page 5-3




Slide 5-7

Ways of Managing and Controlling the Vehicle

- ▶ Use of verbal commands.
- ▶ Use of controls during the first lesson.
 - Dual brake use
 - Steering assistance if needed
 - Gear selector lever




Module 5 PW page 5-4 

Slide 5-8

Ways of Managing and Controlling the Vehicle


- ▶ Use of the steering wheel.
 - Left hand should be in a position of immediate access.
 - Adjust the steering wheel if the situation presents a threat.

Module 5 PW page 5-4 

Slide 5-9

Ways of Managing and Controlling the Vehicle


- ▶ Using the dual instructors brake.
 - Do not let it become a student's crutch.
 - Firm pressure with ball of foot.
 - Use when a situation may become a threat to you or other roadway users.

Module 5 PW page 5-4 

Slide 5-10

Ways of Managing and Controlling the Vehicle


- ▶ Using the gear selector lever.
 - Left hand in position to reach gear selector lever.
 - Shift to "neutral" in situations where engine is over revving or acceleration is more than braking power.

Module 5 PW page 5-4 

Slide 5-11

Ways of Managing and Controlling the Vehicle


- ▶ Using the center-pull parking brake.
 - Can be used as a back-up to instructor brake.
 - Should limit its use due to possible rear-wheel lock-up.
 - Thumb should depress button when using.

Module 5 PW page 5-4 

Slide 5-12

Recognizing and Taking Appropriate Action When Drivers Cannot Perform


- ▶ You can tell when a student is not understanding the lesson if the student:
 - Seems confused or frustrated
 - Is asking a lot of questions
 - Doesn't feel comfortable performing a maneuver

Module 5 PW page 5-5 

Slide 5-13

Recognizing and Taking Appropriate Action When Drivers Cannot Perform


- ▶ What to do when a student is not understanding the tasks:
 - Explain the material in a different manner.
 - Break down the steps to the procedure.
 - Take over control for part of the maneuver such as braking and see if that helps.
 - Go back to a simpler maneuver or less complex maneuver and review.

Module 5 PW page 5-5 

Slide 5-14

Student Issues


- ▶ Nervousness
 - Take each step slowly and clearly
 - When you introduce a new topic or skills many students will freeze up or become overloaded
 - Back up and review, go back to basics

Module 5 PW page 5-6 

Slide 5-15

Student Issues


- ▶ Crying
 - Result of frustration
 - Try not to push too far
- ▶ Know it all
 - Ask a lot of questions

Module 5 PW page 5-6 

Slide 5-16

Student Issues


- ▶ Lack of confidence
 - Focus on what the student does well in the beginning
 - As they gain skill you can critique their skills or challenge them more

Module 5 PW page 5-6 

Slide 5-17

Student Issues


- ▶ Doesn't listen or follow directions
 - Maintain safety at all times
 - Do not yell at the student
 - May have to use dual instructor brake if student continues (i.e. speed)
 - When possible talk to parents regarding student behavior

Module 5 PW page 5-6 

Slide 5-18

How to Use a Dual Brake During in-vehicle Instruction

- ▶ Properly installed and operates smoothly.
- ▶ Practice applying the brake while the vehicle is operated at varying speeds.
- ▶ Should only be used to control the driving situation.
- ▶ Verbal commands should be used first.
- ▶ When necessary use the dual brake.

Module 5 PW page 5-7 

How to Use a Dual Brake During in-vehicle Instruction Slide 5-19

- ▶ Do not place your foot over or on the dual control brake.
- ▶ Maintain an instructional position in the car.
- ▶ Should be rarely used as it will cause the student to become dependent on it.

Module 5

PW page 5-7



What to Do in an Emergency or Collision Slide 5-20

Follow procedures of your program. Example procedures may include:

1. Stop immediately.
2. Protect and control the scene.
3. Aid the injured (if qualified, otherwise call for help)
4. Record witnesses' names and addresses
5. If necessary, call 911 or proper authorities.
6. Exchange information/reporting

Module 5

PW page 5-8



What to Do in an Emergency or Collision Slide 5-21

Take these additional steps after a collision:

1. Make a sketch of the collision scene
2. Take a photograph
3. Record such facts as time, date, location, weather and driving conditions
4. Note the name of the hospital to which any injured persons were taken

Module 5

PW page 5-8



What to Do in an Emergency or Collision Slide 5-22

6. Note the name and the identification number of the police officer at the collision scene
7. Notify the program manager and follow procedures by your program administrator.
8. Follow jurisdictional requirements for emergencies.

Module 5

PW page 5-8



What to Do in an Emergency or Collision Slide 5-23

- ▶ Give police the facts.
- ▶ Provide honest, accurate facts and never argue about who was to blame.
- ▶ Do not admit fault.
- ▶ Stay at the scene until all information has been recorded.
- ▶ Produce proof of financial responsibility.
- ▶ Notify appropriate insurance agent promptly.

Module 5

PW page 5-8



Slide 5-24

Behind-the-Wheel Activity

Take this section with you to the vehicle when conducting the behind-the-wheel activity.

Module 5


PW page 5-9



Slide 5-25

Activity Purpose

- ▶ The purpose of the behind-the-wheel activity is to give you practice in a parking lot and on the road managing and taking control of the vehicle.


Module 5 PW page 5-9 

Slide 5-26

Activity Objectives

By the end of this activity, you will demonstrate how to:

- ▶ Use proper instructor seating and hand positions.
- ▶ Use verbal commands to maintain control.
- ▶ Take physical control of the vehicle.


Module 5 PW page 5-9 

Slide 5-27

Specific Activities

The following activities should be completed in the vehicle:

- ▶ Proper instructor seating and hand position.
- ▶ How to manage risks during BTW instruction.
- ▶ How to anticipate student errors and use verbal commands to take and maintain control of the vehicle.
- ▶ How to take physical control of the vehicle.


Module 5 PW page 5-9 

Slide 5-28

Specific Activities

Practice these techniques during:


- ▶ backing,
- ▶ parking lot driving,
- ▶ turns,
- ▶ lane changes,
- ▶ residential driving and
- ▶ roadway driving under 45 mph.

Module 5 PW page 5-9 

Slide 5-29

Materials Needed


- ▶ Clipboard
- ▶ Pens / pencils
- ▶ Sample driving route(s)
- ▶ Sample lesson plan(s)
- ▶ The Behind-the-Wheel Activity page from your participant workbook

Module 5 PW page 5-9 

Slide 5-30

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Demonstrate the proper instructor seating position.
 - Demonstrate when and how to manage and take control of the vehicle.
 - Demonstrate how to utilize dual-brakes.
 - Explain what to do in an emergency or collision.

Module 5 PW page 5-10 

Slide 5-31

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 5 PW page 5-11 ANSTSE

Slide 5-32

Questions and Answers

- › Describe ways that the instructor can take control of the vehicle.
- › Describe how to use instructor mirrors during in-vehicle instruction.

Module 5 ANSTSE

Slide 5-33

Questions?

?

Module 5 ANSTSE

Part III Module 5 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either circle the best answer from the questions below or fill in the correct answer.

1. How should the instructor sit while teaching in-vehicle?
 - a. Comfortable and relaxed to avoid making the driver nervous.
 - b. In a manner to take control of the vehicle; relaxed, but alert.
 - c. With hands up and in a position ready to take the steering wheel.

2. One way to manage and control the vehicle is to:
 - a. Allow the student to rely on the instructor to use the dual brake.
 - b. Grasp the wheel if the situation presents a threat to you or others.
 - c. Turn the engine off at any time if you feel you are in danger.

3. What are the five most important things the instructor should do if an emergency or collision occurs during in-vehicle instruction?
 - a. Stop, move your vehicle, help the injured, take a photograph and exchange information /reporting.
 - b. Stop, help the injured, control the scene, call 911, and exchange information/reporting.
 - c. Stop, help the injured, control the scene, call the student's parents, and call 911.

4. What can happen if the instructor uses the dual control brake frequently during a student's in-vehicle lesson?
 - a. The student will quickly learn when to brake by watching the instructor.
 - b. The student can become frustrated which can affect their ability to drive.
 - c. The student will become dependent on the instructor's actions.

5. Which is true of an instructor using a dual brake, while the student is driving?
 - a. Use when a situation may become a threat to you or other roadway users.
 - b. Use anytime the student needs to slow down sooner.
 - c. Use often to make sure the student is paying attention.

6. What should you do if a student is a know it all when driving?
 - a. Move onto more challenging situations.
 - b. Ask the student a lot of questions.
 - c. Yell at the student.

7. When should you take control of the vehicle by shifting to neutral?
 - a. When engine is over revving.
 - b. When acceleration is more than braking power.
 - c. Both a and b are correct.

8. List 2 ways in which you can tell when a student is not understanding the lesson.

a.

b.

9. When may it be feasible to use the center-pull parking brake?

10. What should you do when a student is nervous while driving?

Module 6

Putting it All Together and Practice Teaching

Instructor Notes

Activities

BTW Activity #1

To give IC's an understanding of how a behind-the-wheel lesson is conducted by having the trainer model the instruction.

BTW Activity #2

Have IC's demonstrate their understanding of how to conduct behind-the-wheel lesson(s) in the vehicle by putting together all the information learned in previous modules.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

Module Overview..... 6-2

Section 1: Overview of Part III..... 6-3

Section 2: Peer Teaching Assignments 6-4

Section 3: Lesson Plan Format..... 6-5

Section 4: Behind-the-Wheel Activity 1..... 6-6

Section 5: Behind-the-Wheel Activity 2..... 6-7

Module Summary 6-9

Summary Sheet 6-10

Instructor Notes

Discuss

Module Overview

Module 5 discussed taking control of the vehicle. Now it's time to look at getting ready to teach.



Section Time

Show

Slides 6-1 through 6-4

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. Length of module (1 hr classroom, 5 hrs 45 min BTW)
8. How the module will benefit the IC in the real world

Note:

Remind IC's to stop you if they have any questions.

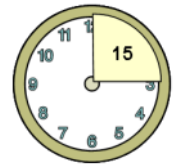
Module Overview

Module Overview

1. Prior to this module we discussed:
 - Lesson Plans for In-Vehicle Instruction
 - Managing the Mobile Classroom
 - In-Vehicle Teaching Techniques
 - Driver Evaluation
 - Command and Control of the Mobile Classroom
2. This module is titled “Putting it All Together and Practice Teaching.”
3. The purpose of this module is to put together all of the information you have learned in the previous modules and demonstrate your understanding of the content. You will be given the opportunity to modify and utilize lesson plans for in-vehicle peer teaching and practice proper procedures for giving directions.
4. This module will cover four topics:
 - Overview of Part III
 - The peer teaching assignments
 - Modifying lesson plans
 - BTW practice
5. By the end of this module, you will be able to:
 - Modify and utilize lesson plans for each of the different driving environments as described in Module 1.
 - Modify and utilize a 20-30 minute driving route(s) in the immediate area based on the driving environments as described in Module 1.
 - Practice delivering in-vehicle lesson(s).
6. During the module, you will be required to participate in group discussion and activities lead by the instructor. At the end of the module you will participate in a BTW activity to demonstrate your understanding of the content.
7. This module will last approximately 1 hour in the classroom and 5 hours 45 minutes behind-the-wheel to demonstrate your understanding of the content and prepare for the driving route teaching assignments.
8. This module will give you experience in utilizing lesson plans and prepare for in-vehicle peer teaching.

Instructor Notes

Introduce **Section 1: Overview of Part III**



Section Time

Review **Lesson Plans for In-vehicle Instruction**

Show **Slide 6-5**

Review **Managing the Mobile Classroom**

Show **Slide 6-6**

Review **In-Vehicle Teaching Techniques**

Show **Slide 6-7**

Review **Driver Evaluation**

Show **Slide 6-8**

Review **Command Control of the Vehicle**

Show **Slide 6-9**

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: Overview of Part III

Introduction Section 1 provides a review of Modules 1 – 5 in Part III. This module gives you the opportunity to practice what you have learned in the previous modules.

Lesson Plans for In-Vehicle Instruction Module 1 introduced the in-vehicle lesson plan format, the five different driving environments: 1.) low speed, light traffic (residential); 2.) moderate speed, light traffic (open highway/rural); 3) moderate speed, dense traffic (suburban/urban/business); 4.) high speed, moderate and heavy traffic (expressway) and 5.) night driving. Guidelines for how to develop an on-street route were also discussed.

Managing the Mobile Classroom Module 2 provided the procedures for teaching an in-vehicle lesson, guidelines for giving directions during the in-vehicle instruction, how to use instructor mirrors during in-vehicle instruction, challenges to in-vehicle instruction, such as learning/physical challenges, managing multiple tasks and distractions and changing drivers and observer responsibilities.

In-Vehicle Teaching Techniques Module 3 discussed commentary teaching, student driver and observer commentary, coaching the driver by correction and positive reinforcement, engaging the non-driving students, visually searching the roadway and eye movement of driver and evaluating and summarizing an in-vehicle lesson.

Driver Evaluation Module 4 discussed the types and characteristics of in-vehicle evaluation, how to evaluate the driver, various factors that influence a driver's performance, driver actions to evaluate, criteria for rating a driver's performance, providing feedback to the driver and record keeping.

Command Control of the Vehicle Module 5 discussed how to manage and take control of the vehicle, how to utilize a dual brake in the vehicle and what to do in case of a collision.

Section 1 Summary This section provided a review of Modules 1-5 in Part III. Now you will have an opportunity to put it all together and practice teaching behind-the-wheel.

Instructor Notes

Introduce **Section 2: Peer Teaching Assignments**



Section Time

Discuss **The 20-30 minute peer teaching assignments.**

Show **Slide 6-10**

Explain To the instructor candidate's that they will be evaluated on at least two of the five driving environments. Even though they are only being evaluated on at least two driving environments they should be prepared to teach all five.

Assign Each Instructor candidate to at least two driving environments.

Note: You may want to assign the peer teaching environments earlier in the course but emphasize that details on the assignments will be covered at a later point.

Discuss **How the instructor candidates will be graded.**

Show **Slide 6-11**

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 2: Peer Teaching Assignments

Introduction Section 2 will discuss the peer teaching assignments and how you will be graded.

The 20-30 minute peer teaching assignments

1. You will be assigned a driving route(s) for which you will be responsible for teaching a 20-30 minute in-vehicle instruction lesson.
 - You will be required to utilize and modify lesson plans and routes for each of the five driving environments.
 - You will be evaluated on at least two of the five driving environments during an on-road evaluation.
 - Depending on class size the driving route may be performed in a group.
 - The driving route should be at least 20 – 30 minutes.

How you will be graded

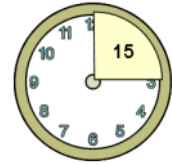
1. Grading will be done using the On-Street Lesson Evaluation Form. Sample on-street teaching lesson evaluation forms are included in the appendices.
 - The On-Street Lesson Evaluation Form will evaluate your in-vehicle teaching performance.
 - Each evaluation will be assigned points. Each evaluation category will be given a minimum and maximum score based on a point system.

Section 2 Summary

This section covered the peer teaching assignments and how you will be graded.

Instructor Notes

Introduce **Section 3: Lesson Plan Format**



Section Time

Discuss **The lesson plan format.**

Show **Slides 6-12 through 6-14**

Hand out Copies of the Standard Lesson Plan Format.

Explain What each section should contain.

Explain and Give Examples for each component of the cover page.

Activity Provide each instructor candidate with a sample lesson plan which have the components and details that you want to see in a lesson plan which they submit to you. Discuss why each component is important to the overall lesson plan. Emphasize that the lesson plan should be able to stand alone and that any driving instructor should be able to teach from the lesson plan.

Section Summary Give a brief summary of Section 3. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 3: Lesson Plan Format

Introduction Section 3 will discuss the format of the lesson plan and what should be included for your teaching assignment.

The lesson plan format

The cover page of the lesson plan shall include:

- Presenters name, date of lesson, and title of lesson.
- Required entry level will state what prior lessons should have been taught before presenting the lesson.
- Overall lesson goal(s) for the lesson.
- Visuals/equipment can be incorporated into the lesson plan.
Ex. Diagrams, pictures, clipboard.
- Any assignments for the lesson.

Each page following the cover page shall include:

- Prerequisites and classroom objectives related to the in-vehicle lesson.
- Instructional objectives
- Content based on the instructional objective
- Learning activities that will be used during the lesson
- Problem area(s)
- Evaluation/Questions

Final copy of lesson plan before presenting must be typed. Lesson plans must be turned in before presenting and will be assigned points as determined by the instructor.

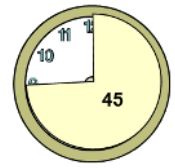
- Instructor may assign due dates for lesson plan review prior to presentations.

Section 3
Summary

This section covered the format of the lesson plan and what should be included for your teaching assignment.

Instructor Notes

Introduce **Section 4: Behind-the-Wheel Activity 1**



Section Time

Note: Take this section with you to the vehicle.

Show **Slides 6-15 through 6-20**

Purpose The purpose of the behind-the-wheel activity is to give you an understanding of how a behind-the-wheel lesson is conducted by having your trainer model the instruction.

Objective By the end of this activity, you will be able to:

- Describe how a BTW lesson is conducted.

BTW Activity The following activities should be completed in the vehicle: (check off the box when completed)

- Trainer will model/demonstrate how to conduct fundamental activities in an off-street parking area utilizing one or more of the behind-the-wheel lesson plans.
- Trainer will model/demonstrate how to conduct behind-the-wheel lesson(s) to the instructor candidates utilizing one or more of the behind-the-wheel lesson plans.
 - Model how to introduce the lesson.
 - Model how to conduct the lesson.
 - Model how to summarize the lesson.

Note Conduct the activity then summarize the section and module of instruction.

Section Summary Give a brief summary of Section 4. Ask a few short questions before proceeding onto the Module Summary.



Elapsed Time

Section 4: Behind-the-Wheel Activity 1

Introduction Section 4 will allow you to work with your instructor in the vehicle to see how a behind-the-wheel lesson should be taught.

Note: Take this section with you to the vehicle.

Purpose The purpose of the behind-the-wheel activity is to give you an understanding of how a behind-the-wheel lesson is conducted by having your trainer model the instruction.

Objectives By the end of this activity, you will be able to:

- Describe how a BTW lesson is conducted.

BTW Activity Your instructor will perform the following activities in the vehicle: (check off the box when completed)

- Model/demonstrate how to conduct fundamental activities in an off-street parking area utilizing one or more of the behind-the-wheel lesson plans.
- Model/demonstrate how to conduct a behind-the-wheel lesson.
 - Model how to introduce the lesson.
 - Model how to conduct the lesson.
 - Model how to summarize the lesson.

Materials Needed

- Clipboard
- Pens / pencils
- Sample driving route(s)
- Sample lesson plan(s)
- This page

Section 4 Summary This section provided a model of a behind-the-wheel lesson and demonstrated how to utilize a lesson plan and driving route for behind-the-wheel instruction.

Instructor Notes

Introduce **Section 5: Behind-the-Wheel Activity 2**

Note: Take this section with you to the vehicle.



Section Time

Show **Slides 6-21 through 6-27**

Purpose The purpose of the behind-the-wheel activity is to demonstrate your understanding of how to conduct behind-the-wheel lesson(s) in the vehicle.

Objectives By the end of this activity, you will be able to:

- Demonstrate the proper instructor seating position.
- Utilize a lesson plan and driving route for conducting on-street instruction.
- Conduct the vehicle and occupant safety checks.
- Give directions that are understandable.
- Demonstrate how to utilize instructor mirrors.
- Demonstrate how to manage multiple tasks and distractions.
- Demonstrate how to change drivers on street
- Demonstrate how to engage observers.
- Demonstrate the various teaching techniques that can be used in the car to enable learning.
- Demonstrate coaching techniques and features of a good coach.
- Demonstrate questioning techniques for in-vehicle teaching.
- Demonstrate how to visually search the roadway ahead and check eye movement of driver.
- Demonstrate how to manage and take control.
- Demonstrate how to utilize dual-brakes.
- Demonstrate how to summarize the lesson.
- Utilize and demonstrate the various types of in-vehicle evaluation.
- Fill out and record information on an evaluation form.

Section 5: Behind-the-Wheel Activity 2

Introduction Section 4 will allow you to work with your instructor and peers in the vehicle to practice conducting behind-the-wheel lessons.

Note: Take this section into the vehicle with you.

Purpose The purpose of the behind-the-wheel activity is to demonstrate your understanding of how to conduct behind-the-wheel lesson(s) in the vehicle.

Objectives By the end of this activity, you will be able to:

- Demonstrate the proper instructor seating position.
- Utilize a lesson plan and driving route for conducting on-street instruction.
- Conduct the vehicle and occupant safety checks.
- Give directions that are understandable.
- Demonstrate how to utilize instructor mirrors.
- Demonstrate how to manage multiple tasks and distractions.
- Demonstrate how to change drivers on street
- Demonstrate how to engage observers.
- Demonstrate the various teaching techniques that can be used in the car to enable learning.
- Demonstrate coaching techniques and features of a good coach.
- Demonstrate questioning techniques for in-vehicle teaching.
- Demonstrate how to visually search the roadway ahead and check eye movement of driver.
- Demonstrate how to manage and take control.
- Demonstrate how to utilize dual-brakes.
- Demonstrate how to summarize the lesson.
- Utilize and demonstrate the various types of in-vehicle evaluation.
- Fill out and record information on an evaluation form.

Instructor Notes

BTW Activity 2

The following activities should be completed in the vehicle:

- Practice conducting BTW lesson(s) utilizing one or more of the BTW lesson plans.
 - driving the route;
 - managing the mobile classroom and
 - giving directions for the route.

Checklist for completion:

- Performs pre-drive procedures correctly.
- Proper instructor seating position.
- Uses correct terminology.
- Gives directions clear and concise.
- Gives directions in a timely manner.
- Correctly manages multiple tasks in the vehicle.
- Correctly manages distractions in the back seat.
- Uses instructor and eye mirrors correctly.
- Rotates drivers in a safe place and correct time.
- If applicable, engages back seat observers.
- Correctly utilizes commentary teaching.
- Visually searches the roadway ahead.
- Checks eye movement of the driver.
- Correctly fills out and records information on form.
- Take control of the steering wheel in emergency.
- Use a dual-brake in the vehicle.

Direct the driver to perform the following:

- Backing maneuvers
- Parallel parking
- 3 point turns
- Straight backing
- Lane changes
- Freeway entering/exiting
- Control dual brake
- Use bottom of steering wheel to make turns
- Summarizes the in-vehicle lesson.
- Provides feedback to drivers while in the vehicle.

Section Summary

Give a brief summary of Section 4. Ask a few short questions before proceeding onto the Module Summary.

Section 5: Behind-the-Wheel Activity

BTW Activity 2

The following activities should be completed in the vehicle:

- Practice conducting BTW lesson(s) utilizing one or more of the BTW lesson plans.
 - driving the route;
 - managing the mobile classroom and
 - giving directions for the route.

Checklist for completion:

- Performs pre-drive procedures correctly.
- Proper instructor seating position.
- Uses correct terminology.
- Gives directions clear and concise.
- Gives directions in a timely manner.
- Correctly manages multiple tasks in the vehicle.
- Correctly manages distractions in the back seat.
- Uses instructor and eye mirrors correctly.
- Rotates drivers in a safe place and correct time.
- If applicable, engages back seat observers.
- Correctly utilizes commentary teaching.
- Visually searches the roadway ahead.
- Checks eye movement of the driver.
- Correctly fills out and records information on form.
- Take control of the steering wheel in emergency.
- Use a dual-brake in the vehicle.

Direct the driver to perform the following:

- Backing maneuvers
- Parallel parking
- 3 point turns
- Straight backing
- Lane changes
- Freeway entering/exiting
- Control dual brake
- Use bottom of steering wheel to make turns

- Summarizes the in-vehicle lesson.
- Provides feedback to drivers while in the vehicle.

Materials
Needed

- Clipboard
- Pens / pencils
- Sample driving route(s)
- Sample lesson plan(s)
- This page

Section 4
Summary

This section provided the opportunity to demonstrate how to conduct a behind-the-wheel lesson, utilizing the information that was learned in the previous modules.

Instructor Notes

Module Summary Summarize the purpose of the module.



Section Time

Summarize The module topics.

Summarize The information that was presented in the module.

Show **Slides 6-28 through 6-30**

Summary Provide the summary sheet as a review of the module.

Questions and Answers Ask a few short questions and allow instructor candidates to ask questions for additional information or clarification.

1. Describe the in-vehicle teaching assignment.
2. Describe the standard lesson plan format.

Transition The next module will cover peer teaching driving route demonstrations.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to put together all of the information you have learned in the previous modules and demonstrate your understanding of the content. You were given an opportunity to utilize lesson plans for the in-vehicle peer teaching and practice proper procedures for giving directions.

By the end of this module, you should be able to:

- Modify and utilize lesson plans for each of the different driving environments as described in Module 1.
- Modify and utilize a 20-30 minute driving route(s) in the immediate area based on the driving environments as described in Module 1.
- Practice delivering in-vehicle lesson(s).

The information presented in this module is essential for giving you experience in utilizing lesson plans and practice teaching.

Instructor Notes

- Summary Sheet** Provide instructor candidates with a summary sheet as a review of the module.
- Review** Module highlights with instructor candidates and answer any questions about the content.



Elapsed Time

Summary Sheet

Summary
Sheet

Peer Teaching Assignments

You will be assigned a driving route(s) for which you will be responsible for teaching.

- You will be required to utilize and modify lesson plans and routes for each of the five driving environments.
- You will be evaluated on two of the five driving environments.

Lesson Plan Format

The cover page of the lesson plan shall include:

- Presenters name, date of lesson, and title of lesson.
- Required entry level will state what prior lessons should have been taught before presenting the lesson.
- Overall lesson goal(s) for the lesson.
- Visuals can be incorporated into the lesson plan. Ex. Diagrams, pictures, clipboard.
- Any assignments for the lesson.


Each page following the cover page shall include:

- Instructional objectives.
- Content based of the instructional objective.
- Learning activities that will be used during the lesson.
- Problem area(s).
- Evaluation/Questions.

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Module 6

Putting it All Together and Practice Teaching




Slide 6-2

Purpose of the Module

- ▶ To put together all of the information you have learned in the previous modules and demonstrate your understanding of the content.
- ▶ You will be given the opportunity to modify and utilize lesson plans for in-vehicle peer teaching and practice proper procedures for giving directions.

Module 6 PW page 6-2




Slide 6-3


Module Sections

This module will cover four topics:

- ▶ Overview of Part III
- ▶ The peer teaching assignments
- ▶ Modifying lesson plans
- ▶ BTW practice



Module 6 PW page 6-2




Slide 6-4

Module Objectives

- ▶ By the end of this Module, you will be able to:
 - modify and utilize lesson plans for each of the different driving environments as described in Module 1.
 - Modify and utilize a 20-30 minute driving route(s) in the immediate area based on the driving environments as described in Module 1.
 - Practice delivering in-vehicle lesson(s).

Module 6 PW page 6-2




Slide 6-5

Lesson Plans for In-vehicle Instruction

- ▶ Introduced in-vehicle lesson plan format
- ▶ The five driving environments:
 1. Low speed, light traffic
 2. Moderate speed, light traffic
 3. Moderate speed, dense traffic
 4. High speed, moderate & heavy traffic
 5. Night driving
- ▶ Guidelines for how to develop an on street route

Module 6 PW page 6-3




Slide 6-6

Managing the Mobile Classroom

- ▶ Procedures for teaching an in-vehicle lesson
- ▶ Guidelines for giving directions during the in-vehicle instruction
- ▶ How to use instructor mirrors during in-vehicle instruction
- ▶ Challenges to in-vehicle instruction (managing multiple tasks, distractions and learning/physical challenges)
- ▶ Changing drivers
- ▶ Observer responsibilities


Module 6 PW page 6-3



Slide 6-7

In-vehicle Teaching Techniques


- ▶ Commentary teaching
- ▶ Student driver and observer commentary
- ▶ Coaching the driver by correction and positive reinforcement
- ▶ Engaging the non-driving students
- ▶ Visually searching the roadway and eye movement of driver
- ▶ Evaluating and summarizing an in-vehicle lesson

Module 6 PW page 6-3 

Slide 6-8

Driver Evaluation


- ▶ Types and characteristics of in-vehicle evaluation
- ▶ How to evaluate the driver
- ▶ Various factors that influence a driver's performance
- ▶ Driver actions to evaluate
- ▶ Criteria for rating a driver's performance
- ▶ Providing feedback to the driver
- ▶ Record keeping

Module 6 PW page 6-3 

Slide 6-9

Command Control of the Vehicle


- ▶ How to manage and take control of the vehicle
- ▶ How to utilize a dual brake in the vehicle
- ▶ What to do in case of a collision

Module 6 PW page 6-3 

Slide 6-10

The 20-30 Minute Peer Teaching Assignments


- ▶ Assigned driving route(s) to teach
- ▶ Develop lesson plans and routes for each of the five driving environments
- ▶ Evaluated on at least two of the five driving environments
- ▶ May be performed in a group
- ▶ 20 - 30 minutes

Module 6 PW page 6-4 

Slide 6-11

How You Will Be Graded


- ▶ Using the on-street lesson evaluation form
- ▶ Evaluate your in-vehicle teaching performance.
- ▶ Each evaluation assigned points and will be given a score based on a point system.

Module 6 PW page 6-4 

Slide 6-12

Lesson Plan Format

- ▶ The cover page of the lesson plan shall include:
 - Presenters name, date of lesson, and title of lesson.
 - Prior lessons that should have been taught before presenting the lesson.
 - Overall lesson goal(s) for the lesson.
 - Visuals/equipment
 - Any assignments for the lesson.

Module 6 PW page 6-5 

Slide 6-13

Lesson Plan Format

- ▶ Each page following the cover page shall include:
 - Prerequisites and classroom objectives related to the in-vehicle lesson
 - Instructional objectives
 - Content based on the instructional objective
 - Learning activities that will be used during the lesson
 - Problem area(s)
 - Evaluation/Questions

Module 6 PW page 6-5

Slide 6-14

Lesson Plan Format

- ▶ Final copy of lesson plan before presenting must be typed.
- ▶ Lesson plans must be turned in before presenting and will be assigned points.

Module 6 PW page 6-5

Slide 6-15

BTW Activity

Behind-the-Wheel Activity 1

Take page 6-6 with you to the vehicle when conducting the behind-the-wheel activity.

Module 6 PW page 6-6

Slide 6-16

Activity Purpose

- ▶ To give you an understanding of how a behind-the-wheel lesson is conducted by having your trainer model the instruction.

Module 6 PW page 6-6

Slide 6-17

Activity Objectives

By the end of this activity, you will be able to:


- ▶ Describe how a BTW lesson is conducted.

Module 6 PW page 6-6

Slide 6-18

Specific Activities

- ▶ Trainer will model/demonstrate how to conduct fundamental activities in an off-street parking area utilizing one or more of the behind-the-wheel lesson plans.




Module 6 PW page 6-6

Slide 6-19

Specific Activities

The following activities should be completed in the vehicle:


- ▶ Trainer will model/demonstrate how to conduct behind-the-wheel lesson(s) to the instructor candidates utilizing one or more of the behind-the-wheel lesson plans.
 - Model how to introduce the lesson.
 - Model how to conduct the lesson.
 - Model how to summarize the lesson.

Module 6 PW page 6-6 


Slide 6-20

Materials Needed

- ▶ Clipboard
- ▶ Pens / pencils
- ▶ Sample driving route(s)
- ▶ Sample lesson plan(s)
- ▶ The Behind-the-Wheel Activity page from your participant workbook


Module 6 PW page 6-6 

Slide 6-21

 BTW Activity

Behind-the-Wheel Activity 2


Take this section with you to the vehicle when conducting the behind-the-wheel activity.

Module 6 PW page 6-7 

Slide 6-22

Activity Purpose

- ▶ The purpose of the behind-the-wheel activity is to demonstrate your understanding of how to conduct behind-the-wheel lesson(s) in the vehicle.


Module 6 PW page 6-7 

Slide 6-23

Activity Objectives

By the end of this activity, you will be able to:


- ▶ Demonstrate the proper instructor seating position.
- ▶ Utilize a lesson plan and driving route for conducting on-street instruction.
- ▶ Conduct the vehicle and occupant safety checks.
- ▶ Give directions that are understandable.
- ▶ Demonstrate how to utilize instructor mirrors.
- ▶ Demonstrate how to manage multiple tasks and distractions.

Module 6 PW page 6-7 

Slide 6-24

Activity Objectives

- ▶ Demonstrate how to change drivers on street
- ▶ Demonstrate how to engage observers.
- ▶ Demonstrate the various teaching techniques that can be used in the car to enable learning.
- ▶ Demonstrate coaching techniques and features of a good coach.
- ▶ Demonstrate questioning techniques for in-vehicle teaching.
- ▶ Demonstrate how to visually search the roadway ahead and check eye movement of driver.

Module 6 PW page 6-7 

Slide 6-25

Activity Objectives

- ▶ Demonstrate how to manage and take control.
- ▶ Demonstrate how to utilize dual-brakes.
- ▶ Demonstrate how to summarize the lesson.
- ▶ Utilize and demonstrate the various types of in-vehicle evaluation.
- ▶ Fill out and record information on an evaluation form.

Module 6 PW page 6-7 ANSTSE

Slide 6-26

Specific Activities

The following activities should be completed in the vehicle:

- ▶ Practice conducting BTW lesson(s) utilizing one or more of the BTW lesson plans.
 - driving the route;
 - managing the mobile classroom and
 - giving directions for the route.

Module 6 PW page 6-8 ANSTSE

Slide 6-27

Materials Needed

- ▶ Clipboard
- ▶ Pens / pencils
- ▶ Sample driving route(s)
- ▶ Sample lesson plan(s)
- ▶ The Behind-the-Wheel Activity page from your participant workbook

Module 6 PW page 6-8 ANSTSE

Slide 6-28

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Modify and utilize lesson plans for each of the different driving environments as described in Module 1.
 - Modify and utilize a 20-30 minute driving route(s) in the immediate area based on the driving environments as described in Module 1.
 - Practice delivering in-vehicle lesson(s).

Module 6 PW page 6-9 ANSTSE

Slide 6-29

Questions and Answers

- ▶ Describe the in-vehicle teaching assignment.
- ▶ Describe the standard lesson plan format.

Module 6 ANSTSE

Slide 6-30

Questions?

?

Module 6 ANSTSE

Module 7

**Peer Teaching Driving Route
Demonstrations**

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Module Contents

Module Overview 7-2

Section 1: Conducting a Practice Driving Route 7-3

Module Summary 7-4

Summary Sheet 7-5

Instructor Notes

Discuss

Module Overview



Section Time

Module 6 covered Putting it all Together and Practice Teaching. Now it's time to demonstrate that you have the ability to conduct in-vehicle lessons.

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. Length of module
8. How the module will benefit the IC in the real world

Notes:

Remind IC's to stop you if they have any questions.

The time established for this module (5 hours) is based on a 3:1 student to instructor ratio for peer teaching assignments.

A larger student to instructor ratio will require more time to complete the peer teaching assignments for all instructor candidates.

Module Overview

Module Overview

1. Prior to this module, we discussed Putting it all Together and Practice Teaching.
2. This module is titled “Peer Teaching Driving Route Demonstrations.”
3. The purpose of this module is to discuss and conduct the in-vehicle peer teaching lessons and how you will be evaluated.
4. This module will cover one topic:
 - Conducting a practice driving route
5. By the end of this module, you will be able to:
 - Prepare for the in-vehicle training task.
 - Teach an in-vehicle driving lesson.
 - Demonstrate how to properly complete a student in-vehicle recording form.
6. During the module, you will be required to conduct driving route demonstrations for conducting lessons including: an introduction, giving directions, coaching, correcting, and assessing the novice driver.
7. This module will take approximately 6.5 hours to conduct the Peer Teaching assignments.
8. In this module you will be evaluated on your ability to conduct an in-vehicle lesson.

Instructor Notes

Introduce **Section 1: Conducting a Practice Driving Route.**



Section Time

Discuss **Preparations for the practice driving routes.**

Explain To the instructor candidate's that they will be evaluated on minimum of two driving lessons. Even though they are only being evaluated on two lessons they should be prepared to teach all lessons.

Depending on class size, students may only be evaluated once or twice.

Discuss How the instructor candidates will be graded.

Refer to Behind-the-Wheel Evaluation Form

Conduct Conduct the peer teaching assignments with instructor candidates.

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.

Section 1: Conducting a Practice Driving Route

Introduction Section 1 will discuss the peer teaching assignments and how you will be graded.

The peer teaching assignments

1. You were assigned a driving lesson(s) for which you are responsible for teaching.
 - You were required to utilize and modify lesson plans and routes for each lesson.
 - You will be evaluated on a minimum of two driving lessons.
 - You will have 20-25 minutes to complete your driving lesson with 5-10 minutes of discussion after the lesson.

How the instructor candidates will be graded

1. Grading will be done using the On-Street Lesson Evaluation Form.
 - The On-Street Lesson Evaluation Form will be used to record your in-vehicle teaching performance.
 - Each evaluation will be assigned points by your instructor.

Section 1 Summary This section covered the peer teaching assignments and how you will be graded.

Instructor Notes

Module Summary Summarize the purpose of the module.



Section Time

Summarize The module objectives.

Summarize The information that was presented in the module.

Transition The next module will cover coordination between BTW instruction and classroom.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to give you an opportunity to discuss and conduct the in-vehicle student teaching lessons.

By the end of this module, you should be able to:

- Prepare for the in-vehicle training task.
- Teach an in-vehicle driving lesson.
- Demonstrate how to properly complete a student in-vehicle recording form.

The information presented in this module is essential for giving you experience in teaching an in-vehicle lesson.

Instructor Notes

Summary Sheet Provide instructor candidates with a summary sheet as a review of the module.

Review Module highlights with instructor candidates.



Elapsed Time

Summary Sheet

Summary
Sheet

Teaching Assignment

The Instructor Candidate will be assigned driving lessons(s) for which they will be responsible for teaching.

- The Instructor Candidate will be required to utilize and modify lesson plans and routes for each driving lesson.
- The Instructor Candidate will be evaluated on a minimum of two lessons.
- You will have 20-25 minutes to complete your driving lesson with 5-10 minutes of discussion after the lesson.

Grading

Grading will be done using the On-Street Lesson Evaluation Form.

- The On-Street Lesson Evaluation Form will be used to record your in-vehicle teaching performance.
- Each evaluation will be assigned points by your instructor.

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Module 8

Coordination Between Behind-the-Wheel Instruction and Classroom

If already covered in Part II recap this module.

If the instructor candidate did not attend Part II this module will need to be conducted in Part III.

Instructor Notes

Activities

Activity #1: Create a Wall Chart

The IC's will create a wall chart with different elements found in each element of the course demonstrating the purpose of each phase.

Activity #2: Discussion on Tools to Connect Instructors of Different Phases

Discuss what are the tools instructors need to connect with each other for the different phases of the course and how to use them to communicate with other instructors, parents, and teens?

Activity #3: Common Vocabulary

The IC's will participate in a class discussion regarding the need for a common vocabulary and share a concept from the classroom that needs to be shared during the in-vehicle lesson.

Activity #4 Curriculum Flow Chart

IC's will review a curriculum flow chart and identify the flow of concepts through the driver education program.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

Module Overview	8-2
Section 1: Coordinating and Communicating with the Classroom Instructor	8-4
Activity #1: Create a Wall Chart	8-5
Activity #2: Discussion on Tools to Connect Instructors of Different Phases	8-5
Section 2: Transitioning and Relating Classroom Content to Behind-the-Wheel Instruction	8-6
Activity #3: Common Vocabulary	8-7
Activity #4 Curriculum Flow Chart	8-7
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Module Review Activity: Key Word Matchup.....	8-9
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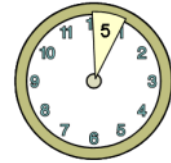
Instructor Notes

Discuss

Module Overview

Show

Slides 8-1 through 8-5



Section Time

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives

Module Overview

Module Overview

1. Prior to this module, we conducted peer teaching driving route demonstrations.
2. This module is titled “Coordination Between Behind-the-Wheel and Classroom.”
3. The purpose of this module is to identify how to integrate behind-the-wheel instruction and classroom through communication and coordination.
4. This module will cover two topics:
 - Coordinating and communicating with the classroom instructor.
 - Transitioning and relating classroom content to behind-the-wheel instruction.
5. By the end of this module, you will be able to:
 - Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
 - Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon the state or jurisdiction approved teen driver education curriculum.
 - Describe the educational benefit of a concurrent and integrated driver education program.
 - Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
 - Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen and parents.

Instructor Notes

Discuss **Module Overview – continued**

- 6. Activities to be performed
- 7. How the IC's will be evaluated
- 8. Length of Module
- 9. How the Module will benefit the IC in the real world

Note: Remind IC's to stop you if they have any questions.

Key Words: Write the following key words on the board. Explain that they will be defined as you proceed through the Module.

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Note: Remind instructor candidates to ask if they are unfamiliar with any terminology.

Module Overview

Module
Overview

6. During the module, you will be required to participate in group discussion and activities lead by the instructor.
7. During the module, you will be evaluated through questions and answers. There will be a 10-point quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 1 hour in the classroom.
9. This module will help you to integrate the driver education behind-the-wheel and classroom courses.

Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Instructor Notes

Introduce **Section 1: Coordinating and Communicating with the Classroom Instructor**



Section Time

Discuss **How to coordinate lessons with the classroom instructor.**

Show **Slide 8-6**

Discuss **Methods of communicating with the classroom instructor.**

Show **Slide 8-7**

Handout Graphic illustrating classroom instructor coordinating with behind-the-wheel instructor found in Supplemental Information section.

Section 1: Coordinating and Communicating with the Classroom Instructor

Introduction Section 1 will cover how to coordinate lessons and communicate with the classroom instructor.

Coordinating lessons with the classroom instructor The behind-the-wheel instructor should coordinate lessons with the classroom instructor.

Classroom, behind-the-wheel, observation time and laboratory instruction should be concurrent, no break between phases and integrated, meaning scheduled to include an alternating mix of instruction (classroom sessions and behind-the-wheel sessions) throughout the duration of the course.

Methods of communicating with the classroom instructor It is important for the classroom and behind-the-wheel instructor to communicate. Communication can occur through:

- Planned meetings
- Student driving records
- Classroom instructor participate in BTW observations (ride along, be aware of all BTW routes and the order skills are taught)
- BTW instructor participate in classroom observations (sit in on classroom, be aware of all classroom lessons and the order materials are taught)

Instructor Notes

Activity **Activity #1: Create a Wall Chart**

Show **Slide 8-8**

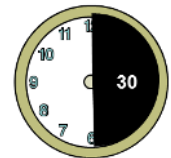
The instructor candidates will create a wall chart with different elements found in each element of the course demonstrating the purpose of each phase. After wall charts are completed the class will engage in a discussion about the common elements.

Activity **Activity #2: Discussion on Tools to Connect Instructors of Different Phases**

Show **Slide 8-9**

Discuss what are the tools instructors need to connect with each other for the different phases of the course and how to use them to communicate with other instructors, parents, and teens?

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Section 1: Coordinating and Communicating with the Classroom Instructor

Activity

Activity #1: Create a Wall Chart

Create a wall chart with different elements found in both the classroom and in-vehicle portions of the course demonstrating the purpose of each phase. After wall charts are completed, the class will engage in a discussion about the common elements.

Activity

Activity #2: Discussion on Tools to Connect Instructors of Different Phases

Your instructor will lead a discussion on what tools instructors need to connect with each other for the different phases of the course and how to use them to communicate with other instructors, parents, and teens?

Section 1
Summary

This section covered how to coordinate lessons and communicate with the classroom instructor.

Instructor Notes

Introduce **Section 2: Transitioning and Relating Classroom Content to Behind-the-Wheel Instruction**



Section Time

Discuss **How to transition and relate classroom content to behind-the-wheel instruction.**

Show **Slides 8-10 through 8-12**

Discuss Transitioning and relating behind-the-wheel instruction to classroom content. Why is it important to connect the classroom with the in-vehicle lesson and develop a concurrent and integrated program?

Section 2: Transitioning and Relating Classroom Content to Behind-the-Wheel Instruction

Introduction Section 2 will cover how to transition and relate classroom content to behind-the-wheel instruction.

Transitioning and relating classroom content to behind-the-wheel instruction Classroom Instructors and BTW Instructors will create, maintain, and use a list of questions specific to each BTW lesson. Similar questions will be used in class discussions, BTW lessons, and observer activities.

Questions will pertain to:

- classroom content
- key words
- text book content
- videos
- state driving manual

Instructor Notes

Activity **Activity #3: Common Vocabulary**

Show **Slide 8-13**

The instructor candidates will participate in a class discussion regarding the need for a common vocabulary. Each instructor candidate will share a concept from the classroom that needs to be shared during the in-vehicle lesson. Examples include using the space management system, steering technique, reference points, stopping distances etc.

Activity **Activity #4 Curriculum Flow Chart**

Show **Slide 8-14**

Instructor candidates will review a curriculum flow chart and identify the flow of concepts through the driver education program.

Handout Flow Chart of classroom and BTW comparison in Supplemental Information section.

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 2: Transitioning and Relating Classroom Content to Behind-the-Wheel Instruction

Activity

Activity #3: Common Vocabulary

Your instructor will lead a class discussion regarding the need for a common vocabulary. Each instructor candidate will share a concept from the classroom that needs to be shared during the in-vehicle lesson.

Activity

Activity #4 Curriculum Flow Chart

Your instructor will provide you with a curriculum flow chart to review and identify the flow of concepts through the driver education program.

Section 2
Summary

This section covered how to transition and relate classroom content to behind-the-wheel instruction.

Instructor Notes



Section Time

Module Summary Summarize the purpose of the module “Integrating Behind-the-Wheel Instruction with Classroom.”

Summarize The module objectives.

Summarize The information presented in the module.

Show

Slides 8-15 through 8-19

Key Words The following “Key Words” were introduced in this module.

Note: Ensure that all “Key Words” were defined during the lesson.

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Activity Conduct Module Review Activity: Key Words Matchup.

Summary Provide the summary sheet as a review of the module.

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.

1. What methods can you use to communicate with the classroom instructor?
2. How can you transition and relate to the classroom in behind-the-wheel instruction?

Quiz Administer quiz on Module 8.

Review Score and review quiz with students. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will cover On-board technologies.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to identify how to integrate behind-the-wheel instruction and classroom through communication and coordination.

By the end of this module, you should be able to:

- Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
- Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon the state or jurisdiction approved teen driver education curriculum.
- Describe the educational benefit of a concurrent and integrated driver education program.
- Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
- Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

The information that was presented in this module is essential to integrate the behind-the-wheel and classroom courses.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Instructor Notes

**Module
Review
Activity**

Key Words Matchup

Have instructor candidates write in the letter of the associated key word.

After instructor candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

1. B
2. A
3. F
4. E
5. C
6. D

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Coordination	B. Concurrent	C. Integrated
D. Transitioning	E. Communicating	F. Relating

1. _____ Classroom, behind-the-wheel and observation time runs simultaneously with no break between phases.
2. _____ The organization and integration of the classroom and behind-the-wheel courses to enable them to work together effectively.
3. _____ To convey information about the classroom course to the behind-the-wheel instructor and vice versa.
4. _____ An alternative mix of classroom, behind-the-wheel and observation time throughout the duration of the course.
5. _____ Changing from classroom instruction to behind-the-wheel instruction.
6. _____ To establish or demonstrate a connection between the classroom course and the behind-the-wheel course.

Instructor Notes

Summary Sheet

Provide instructor candidates with a summary sheet as a review of the module.

Review

Module highlights with instructor candidates and answer any questions about the content.



Elapsed Time

Summary Sheet

Summary Sheet

Coordinating lessons with the classroom instructor

The behind-the-wheel instructor should coordinate lessons with the classroom instructor.

Classroom, behind-the-wheel, observation time and laboratory instruction should be concurrent, no break between phases and integrated, meaning scheduled to include an alternating mix of instruction (classroom sessions and behind-the-wheel sessions) throughout the duration of the course.

Methods of communicating with the classroom instructor

It is important for the classroom and behind-the-wheel instructor to communicate. Communication can occur through:

- Planned meetings
- Student driving records
- Classroom instructor participate in BTW observations
- BTW instructor participate in classroom observations

Transitioning and relating behind-the-wheel instruction to classroom content

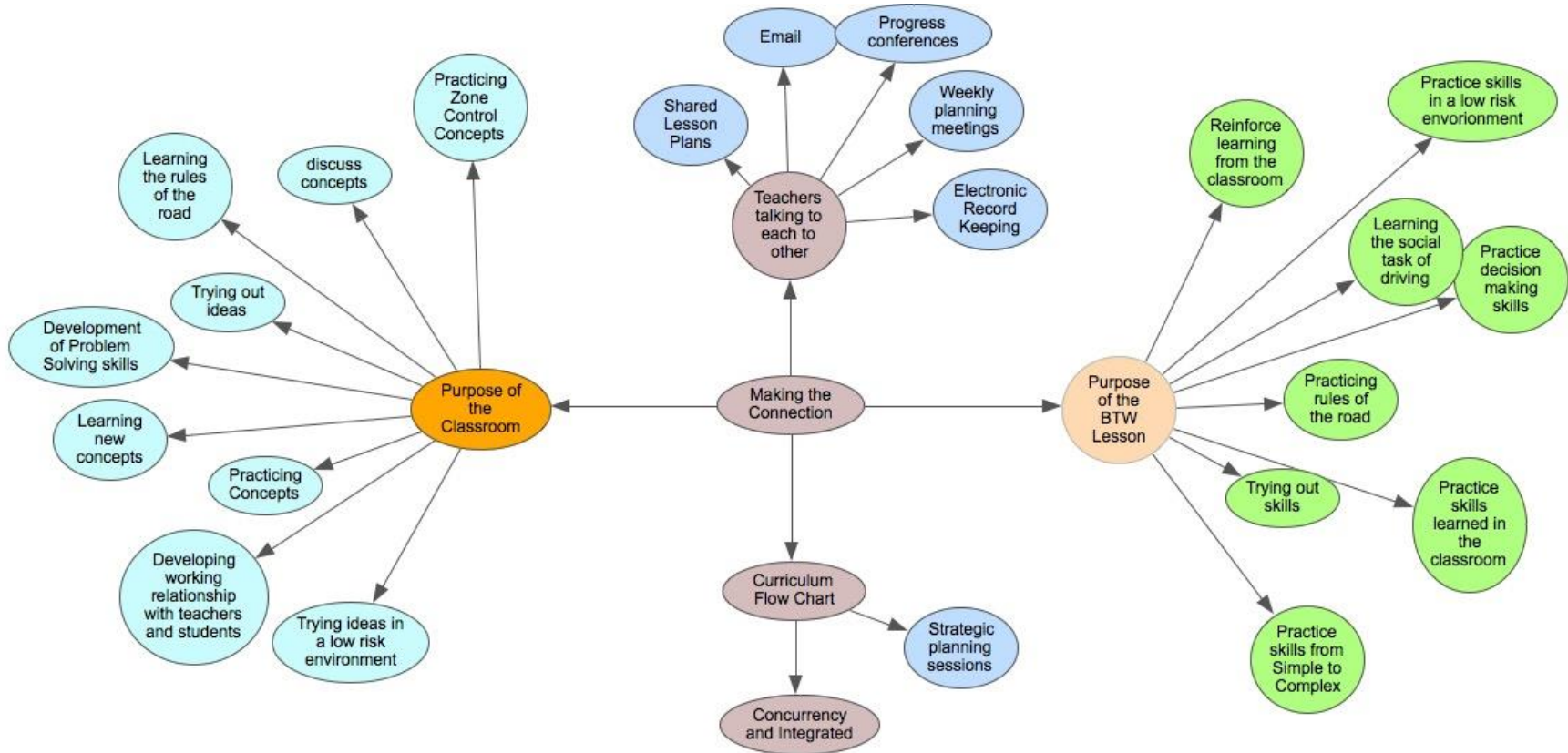
Classroom Instructors and BTW Instructors will create, maintain, and use a list of questions specific to each BTW lesson. Similar questions will be used in class discussions, BTW lessons, and observer activities.

Questions will pertain to:

- classroom content
- key words
- text book content
- videos
- state driving manual

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Collaboration Between Classroom and BTW




Relationship between Classroom and In-Car Standards

The following table describes how the classroom standards relate to the in-car standards.

Classroom Standard	In-Car Standard
<p>C 1.0 Classroom Standard One: Preparing To Operate a Vehicle.</p> <p>C 2.0 Classroom Standard Two: Understanding Vehicle Control Needs.</p>	<p>IC. 1.0. In-car Standard One: Preparing to Operate a Vehicle.</p> <p>1.1 Preparations to Operate Vehicle.</p> <p>1.2 Judgment of Vehicle to Roadway Position.</p>
<p>C 3.0 Classroom Standard Three: Introducing Traffic Entry Skills.</p> <p>C 4.0 Classroom Standard Four: Introducing Intersection Skills and Negotiating Curves and Hills.</p>	<p>IC. 2.0 In-car Standard Two: Introducing Traffic Entry and Intersection Approach Skills.</p> <p>2.1. Visualization of Intended Travel Path</p> <p>2.2 Searching Intended Travel Path</p>
<p>C 5.0 Classroom Standard Five: Space Management and Vehicle Control Skills in Moderate Risk Environments.</p> <p>C 6.0 Classroom Standard Six: Developing Traffic Flow and Space Management Skills at Speeds Below 55 m.p.h.</p> <p>C 7.0 Classroom Standard Seven: Developing Traffic Flow and Space Management Skills at Maximum Highway Speeds</p> <p>C 10.0 Classroom Standard Ten: Other Roadway Users.</p>	<p>IC. 3.0. In-car Standard Three: Developing Visual and Mental Perception for Vehicle Control Tasks.</p> <p>3.1 Speed Control</p> <p>3.2 Lane Position Selection</p> <p>3.3 Rear Zone Searching and Control</p> <p>3.4 Communication and Courtesy</p> <p>3.5 Using Three Steps to Problem-Solving (i.e. SEE)</p>
<p>C 9.0 Classroom Standard Nine: Dealing with Adverse Conditions.</p> <p>C 11.0 Classroom Standard Eleven: Responding to Emergencies, Vehicle Malfunctions and Crashes.</p>	<p>IC. 4.0. In-car Standard Four: Responding to Emergency Situations.</p> <p>4.1 Divide Focal and Mental Attention Between</p> <p>4.2 Identify, Assess and Respond to Vehicle Emergencies.</p> <p>4.3 Identify, Assess and Respond to Environmental Conditions.</p>

Module 8

Coordination Between Behind-the-Wheel Instruction and Classroom




Slide 8-2

Purpose of the Module

- ▶ To identify how to integrate behind-the-wheel and classroom instruction through communication and coordination.

Module 8

PW page 8-2



Slide 8-3


Module Sections

This module will cover two topics:

- ▶ Coordinating and communicating with the classroom instructor.
- ▶ Transitioning and relating classroom content to behind-the-wheel instruction.

Module 8

PW page 8-2




Slide 8-4

Module Objectives

- ▶ By the end of this Module, you will be able to:
 - Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
 - Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon the state or jurisdiction approved teen driver education curriculum.
 - Describe the educational benefit of a concurrent and integrated driver education program.

Module 8

PW page 8-2




Slide 8-5

Module Objectives

- Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
- Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

Module 8

PW page 8-2




Slide 8-6

Coordinating Lessons with the Classroom Instructor

- ▶ The behind-the-wheel instructor should coordinate BTW lessons with the BTW instructors.
- ▶ Classroom, BTW, observation time and laboratory instruction should be concurrent, no break between phases and integrated.

Module 8


PW page 8-4




Slide 8-7

Methods of Communicating with the Classroom Instructor

- ▶ Planned meetings
- ▶ Student driving records
- ▶ Classroom instructor participate in BTW observations
- ▶ BTW instructor participate in classroom observations



PW page 8-4

Module 8 


Slide 8-8

Learning Activity

Activity #1: Create a Wall Chart

Create a wall chart with different elements found in both the classroom and in-vehicle portions of the course demonstrating the purpose of each phase.

PW page 8-5

Module 8 


Slide 8-9

Learning Activity

Activity #2: Discussion on Tools to Connect instructors of Different Phases

Discuss what are the tools instructors need to connect with each other for the different phases of the course and how to use them to communicate with other instructors, parents, and teens?


PW page 8-5

Module 8 


Slide 8-10

Transitioning and Relating Classroom Content to BTW Instruction

- ▶ Classroom Instructors and BTW Instructors will create, maintain, and use a list of questions specific to each BTW lesson.
- ▶ Similar questions will be used in class discussions, BTW lessons, and observer activities.



PW page 8-6


Module 8 

Slide 8-11

Question

Why is it important to connect the classroom with the in-vehicle lesson and develop a concurrent and integrated program?

PW page 8-6


Module 8 

Slide 8-12

Transitioning and Relating Classroom Content to BTW Instruction

- ▶ Questions will pertain to:
 - classroom content
 - key words
 - text book content
 - videos
 - state driving manual

PW page 8-6

Module 8 

Slide 8-13

Learning Activity

Activity #3: Common Vocabulary

Participate in a class discussion regarding the need for a common vocabulary. Share a concept from the classroom that needs to be shared during the in-vehicle lesson.

Module 8

PW page 8-7

ANSTSE

Slide 8-14

Learning Activity

Activity #4 Curriculum Flow Chart

Review a curriculum flow chart and identify the flow of concepts through the driver education program.

Module 8

PW page 8-7

ANSTSE

Slide 8-15

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
 - Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon the state or jurisdiction approved teen driver education curriculum.
 - Describe the educational benefit of a concurrent and integrated driver education program.

Module 8

PW page 8-8

ANSTSE

Slide 8-16

Module Summary

- ▶ By the end of this Module, you should be able to:
 - Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
 - Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

Module 8

PW page 8-8

ANSTSE

Slide 8-17

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 8

PW page 8-9

ANSTSE

Slide 8-18

Questions and Answers


- ▶ What methods can you use to communicate with the behind-the-wheel instructor?
- ▶ How can you transition and relate to behind-the-wheel instruction in the classroom setting?

Module 8


ANSTSE

Slide 8-19

Questions?



Module 8



Part III Module 8 Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either circle the best answer from the questions below or fill in the correct answer.

1. Classroom, behind-the-wheel, observation time and laboratory instruction should:
 - a. Be separate, for example classroom finishes before behind-the-wheel starts.
 - b. Have a large break between phases.
 - c. Have no breaks between phases with an alternating mix of instruction.

2. How can coordination of classroom and behind-the-wheel instruction occur?
 - a. By viewing classroom and BTW lesson plans.
 - b. Classroom instructor can participate in BTW observations.
 - c. Only through student driving records.

3. What can be used to relate the classroom to the behind-the-wheel lessons?
 - a. Objectives.
 - b. Questions.
 - c. Visual aids.

4. Circle True or False. There is no need for classroom and behind-the-wheel instructors to communicate since they meet with the students at different times.

5. Circle True or False. The behind-the-wheel instructor does not need to sit in on the classroom instruction because it has no effect on the behind-the-wheel lessons.

6. List 3 driving practices that pertain to and are taught in the classroom and practiced during behind-the-wheel instruction?
 - a.
 - b.
 - c.

7. List 3 ways communication can occur between behind-the-wheel and classroom instructors?
 - a.
 - b.
 - c.

8. Give an example of a common vocabulary term that needs to be shared with both the driver education classroom and behind-the-wheel instructor?

9. Describe how the topic below will be demonstrated during behind-the-wheel instruction?
 - a. Space management system

10. Describe how the topic below will be demonstrated during behind-the-wheel instruction?
 - a. Following distance

Module 9

On-Board Technologies

Instructor Notes

Activities

Activity #1: Discussion on On-Board Technologies

Ask the IC's for a definition of On-board Technologies and lead them in a discussion on the various types of On-board Technologies one can find and use in a vehicle.

Activity #2: Using Vehicle Technology in Driver Education

After presenting the different types of technology that one can use in the in-vehicle training have the IC's discuss how they actually use each while teaching driver education.

Activity #3: New Technologies in Vehicles

Before providing a list of new technologies in vehicles have the IC's provide their own list of new technologies that they have observed or read about in vehicles.

Module Review Activity: Key Words Matchup

Have IC's write in the letter of the associated key word.

Module Contents

Module Overview	9-2
Section 1: The Role and Use of On-board Technologies	9-3
Activity #1: Discussion on On-Board Technologies.....	9-3
Activity #2: Using Vehicle Technology in Driver Education	9-4
Module Summary	9-6
Module Review Activity	9-7
Summary Sheet	9-8

Instructor Notes

Discuss

Module Overview

In Module 7, you conducted student teaching driving route demonstrations. and in Module 8 you discussed the coordination between BTW instruction and classroom. In this module, we will discuss the use of on-board technologies.



Section Time

Show

Slides 9-1 through 9-4

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC's will be evaluated
8. Length of Module
9. How the Module will benefit the IC's in the real world

Note:

Remind IC's to stop you if they have any questions.

Key Words:

Write the following key words on the board. Explain that they will be defined as you proceed through the Module.

Electronic scoring sheets	GPS	On-board technologies
Tracking devices		

Note:

Remind IC's to raise a hand if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module, you completed the driving route teaching assignments.
2. This module is titled “On-board Technologies.”
3. The purpose of this module is to give the student a better understanding of on-board technologies.
4. This module will cover one topic:
 - The role and use of on-board technologies
5. By the end of this module, you will be able to:
 - Describe the role and use of on-board technologies in behind-the-wheel instruction, including technology used for driver training and new vehicle technology.
6. During the module, you will be required to participate in group discussion and activities lead by the instructor.
7. During the module, you will be evaluated on your participation in class discussion. There will be a 6-point quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 1 hour.
9. This module will help you to learn more about on-board technologies.

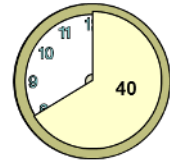
Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Electronic scoring sheets	GPS	On-board technologies
Tracking devices		

Instructor Notes

Introduce **Section 1: The Role and Use of On-board Technologies**



Section Time

Activity **Activity #1: Discussion on On-Board Technologies**

Show **Slide 9-5**

Ask the instructor candidates for a definition of On-board Technologies and lead them in a discussion on the various types of On-board Technologies one can find and use in a vehicle.

Discuss **What are On-board Technologies?**

Show **Slide 9-6 through 9-8**

Section 1: The Role and Use of On-board Technologies

Introduction Section 3 will cover the role and use of on-board technologies in supporting behind-the-wheel instruction, including current technologies for in-vehicle training, such as cameras and GPS systems and other technologies found or available in vehicles today. Some technologies are factory installed while others are available as aftermarket items. Some are passive and require no driver intervention while others must be actively enabled or disabled by the driver. None should add to the driver's task load or distractions.

Activity **Activity #1: Discussion on On-Board Technologies**

Provide a definition of On-board Technologies and participate in a discussion on the various types of On-board Technologies one can find and use in a vehicle.

What are on-board technologies? On-board technologies include the computer and electronic technology in your vehicle, including emergency warning systems, GPS navigation, integrated cell phones, wireless safety communications, automatic driving assistance systems and vehicle tracking.

Many new technological advances in vehicle integrity are available in vehicles to lessen the events of a crash for today's drivers. Vehicle telematics has been changing very rapidly over the past few years, with advances in smart phone integration, the Internet and GPS receivers. Emerging technologies include vehicle to vehicle (V2V) and vehicle to infrastructure (V2I).

Instructor Notes

Discuss **Current on-board technologies for in-vehicle training.**

Show **Slides 9-9 through 9-10**

Activity **Activity #2: Using Vehicle Technology in Driver Education**

Show **Slide 9-11**

After presenting the different types of technology that one can use in the in-vehicle training have the instructor candidates discuss how they actually use each while teaching driver education.

Section 1: The Role and Use of On-board Technologies

Current technologies for in-vehicle training

Current technology used for in-vehicle training includes:

- **Cameras that can be used to record:**
 - student driving performance including eye use, bookmark events and review the student’s driving through video in the classroom
 - the driving scene to make instructional movies and to make simulated driving scenes of the local area. The students can take home a card with the video on it to review at home.
 - instructor activities to evaluate their teaching skills. Can also protect against liability and sexual harassment.
- In addition to video, camera system may also include audio capture, accelerometer and GPS information and Bluetooth/cellular connectivity
- **GPS systems** – used to assist with driving route and giving directions.
- **Tracking devices** – used to monitor/evaluate student’s driving, including location, time, speed, lateral and linear acceleration, generating a “Drive Score” and electronic Log Book as well as vehicle/fleet maintenance information for the instructor/school. It may also include Bluetooth/cellular connectivity.
- **Electronic Score sheets** – used for evaluation/assessment and lesson/progress/performance tracking. Possible to generate a very robust representation of driver performance when integrated/synchronized with other telematic data. It may also include Bluetooth/cellular connectivity

Activity

Activity #2: Using Vehicle Technology in Driver Education

Participate in a discussion on how they actually use on-board technology while teaching driver education.

Instructor Notes

Discuss **New technology in vehicles.**

Show **Slides 9-12 through 9-14**

Activity **Activity #3: New Technologies in Vehicles**

Show **Slide 9-15**

Before providing a list of new technologies in vehicles have the instructor candidates provide their own list of new technologies that they have observed or read about in vehicles.

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.

Section 1: The Role and Use of On-board Technologies

New technology in vehicles

New technology in vehicles includes:

- Adaptive Cruise Control
- Adaptive Headlights
- Anti-Lock Braking System
- Automatic Emergency Braking
- Automatic Parallel Parking
- Automatic Reverse Braking
- Back-up Camera
- Back-up Warning
- Bicycle Detection
- Blind Spot Monitor
- Brake Assist
- Curve Speed Warning
- Drowsiness Alert
- Electronic Stability Control
- Forward Collision Warning
- High Speed Alert
- Hill Descent Assist
- Hill Start Assist
- Lane Departure Warning
- Lane Keeping Assist
- Left Turn Crash Avoidance
- Obstacle Detection
- Parking Sensors
- Pedestrian Detection
- Push Button Start
- Rear Cross Traffic Alert
- Sideview Camera
- Temperature Warning
- Tire Pressure Monitoring System
- Traction Control

For more detailed information on these technologies, please visit mycardoeswhat.org.

Instructors must be aware of this vehicle technology when teaching in-vehicle instruction.

Any technologies available in your driver education vehicle should be covered in your lesson plan.

Activity

Activity #3: New Technologies in Vehicles

Provide a list of new technologies in vehicles that you have observed or read about.

Section 1
Summary

This section discussed the use of on-board technologies.

Instructor Notes

Module Summary Summarize the purpose of the module “On-board Technologies.”



Section Time

Summarize The module objectives.

Summarize The information presented in the module.

Show **Slides 9-16 through 9-19**

Key Words The following “Key Words” were introduced in this module.

Note: Ensure that all “Key Words” were defined during the lesson.

Electronic scoring sheets	GPS	On-board technologies
Tracking devices		

Activity Conduct Module Review Activity: Key Words Matchup.

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.
1. What are on-board technologies and how to utilize it in behind-the-wheel training?

Quiz Administer quiz on Module 9.

Review Score and review quiz with instructor candidates after completion. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Transition The next module will provide a course wrap-up.

Note Take a short break.

Module Summary

Module Summary

The purpose of this module was to give the student a better understanding of on-board technologies.

By the end of this module, you should be able to:

- Describe the role and use of on-board technologies in behind-the-wheel instruction.

The information presented in this module will help you to learn more about ways to enhance your driver education program through on-board technologies.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Electronic scoring sheets	GPS	On-board technologies
Tracking devices		

Instructor Notes

Module Review Activity

Key Words Matchup

Have instructor candidates write in the letter of the associated key word.

After instructor candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

1. C
2. D
3. B
4. A

Module Review Activity

Module Review Activity

Key Words Matchup

On the line below, write the letter of the associated key word.

A. Electronic scoring sheets	B. GPS	C. On-board technologies
D. Tracking devices		

1. _____ The computer and electronic technology in your vehicle, including emergency warning systems, GPS navigation, integrated hands-free cell phones, wireless safety communications, automatic driving assistance systems and vehicle tracking.
2. _____ Used to monitor/evaluate student's driving, including location, time, speed, lateral and linear acceleration, generating a "Drive Score" and electronic Log Book as well as vehicle/fleet maintenance information for the instructor/school.
3. _____ Used to assist with driving route and giving directions.
4. _____ Used for evaluation/assessment and lesson/progress/performance tracking.

Instructor Notes

Summary Sheet Provide instructor candidates with a summary sheet as a review of the module.

Review Module highlights with instructor candidates.



Elapsed Time

Summary Sheet

Summary Sheet – continued

The Role and Use of On-board Technologies

On-board technologies include various vehicle telematics such as the computer and electronic technology in your vehicle, including emergency warning systems, GPS navigation, integrated hands-free cell phones, wireless safety communications, automatic driving assistance systems and vehicle tracking. These may be factory-installed or aftermarket items.

Current technology used for in-vehicle training includes cameras used for students, used for the driving scene and used for instructors, GPS systems, and tracking devices as well as various hand-held devices.


New and emerging technology in vehicles includes:

- Back-up Camera
- Anti-Lock Braking System
- Blind Spot Monitor
- Automatic Emergency Braking
- Lane Departure Warning
- Tire Pressure Monitoring System
- Adaptive Cruise Control
- Adaptive Headlights
- Automatic Parallel Parking
- Automatic Reverse Braking
- Back-up Warning
- Bicycle Detection
- Brake Assist
- Curve Speed Warning
- Drowsiness Alert
- Electronic Stability Control
- Forward Collision Warning
- High Speed Alert
- Hill Descent Assist
- Hill Start Assist
- Lane Keeping Assist
- Left Turn Crash Avoidance
- Obstacle Detection
- Parking Sensors
- Pedestrian Detection
- Push Button Start
- Rear Cross Traffic Alert
- Temperature Warning
- Sideview Camera
- Traction Control

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Module 9


On-board Technologies



Slide 9-2


Purpose of the Module

- ▶ To give the student a better understanding of on-board technologies.



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PW page 9-2




Slide 9-3

Module Sections


This module will cover one topic:

- ▶ The role and use of on-board technologies



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PW page 9-2



Slide 9-4


Module Objectives

- ▶ By the end of this Module, you will be able to:
 - Describe the role and use of on-board technologies in behind-the-wheel instruction.




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PW page 9-2




Slide 9-5

 Learning Activity

Activity #1: Discussion on On-Board Technologies

Definition of on-board technologies and discussion on the various types.

PW page 9-3




Slide 9-6

On-Board Technologies

- ▶ Technologies for in-vehicle training, such as cameras and GPS systems.
- ▶ Some are factory installed while others are available as aftermarket items.
- ▶ Some are passive and require no driver intervention while others must be actively enabled or disabled by the driver.
- ▶ None should add to the driver's task load or distractibility.


PW page 9-3



Slide 9-7

What are On-Board Technologies?

- ▶ Computer and electronic technology in your vehicle, including emergency warning systems, GPS navigation, integrated cell phones, wireless safety communications, automatic driving assistance systems and vehicle tracking.



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Module 9 PW page 9-3 ANSTSE

Slide 9-8

What are On-Board Technologies?

- ▶ Many new technological advances in vehicle integrity available in vehicles.
- ▶ Vehicle telematics has been changing very rapidly over the past few years.
- ▶ Emerging technologies include vehicle to vehicle (V2V) and vehicle to infrastructure (V2I).

Module 9 PW page 9-3 ANSTSE

Slide 9-9

Current Technologies for In-Vehicle Training

- ▶ Cameras that can be used to record:
 - student driving performance including eye use
 - the driving scene
 - instructor activities to evaluate their teaching skills

Module 9 PW page 9-4 ANSTSE

Slide 9-10

Current Technologies for In-Vehicle Training

- ▶ **GPS systems** – used to assist with driving route and giving directions.
- ▶ **Tracking devices** – used to monitor/evaluate student’s driving.
- ▶ **Electronic Score sheets** – used for evaluation/assessment and lesson/progress/performance tracking.

Module 9 PW page 9-4 ANSTSE

Slide 9-11

Learning Activity


Activity #2: Using Vehicle Technology in Driver Education

Discuss how to use the different types of technology in the in-vehicle training.

Module 9 PW page 9-15 ANSTSE

New Technology in Vehicles

- ▶ Adaptive Cruise Control
- ▶ Adaptive Headlights
- ▶ Anti-Lock Braking System
- ▶ Automatic Emergency Braking
- ▶ Automatic Parallel Parking
- ▶ Automatic Reverse Braking
- ▶ Back-up Camera
- ▶ Back-up Warning
- ▶ Bicycle Detection
- ▶ Blind Spot Monitor
- ▶ Brake Assist
- ▶ Curve Speed Warning
- ▶ Drowsiness Alert
- ▶ Electronic Stability Control
- ▶ Forward Collision Warning
- ▶ High Speed Alert



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Module 9 PW page 9-5 ANSTSE

New Technology in Vehicles

- ▶ Hill Descent Assist
- ▶ Hill Start Assist
- ▶ Lane Departure Warning
- ▶ Lane Keeping Assist
- ▶ Left Turn Crash Avoidance
- ▶ Obstacle Detection
- ▶ Parking Sensors
- ▶ Pedestrian Detection
- ▶ Push Button Start
- ▶ Rear Cross Traffic Alert
- ▶ Sideview Camera
- ▶ Temperature Warning
- ▶ Tire Pressure Monitoring System
- ▶ Traction Control




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PW page 9-5

ANSTSE

Slide 9-14

New Technology in Vehicles

- ▶ Instructors must be aware of this vehicle technology when teaching in-vehicle instruction.
- ▶ Any technologies available in your driver education vehicle should be covered in your lesson plan.



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PW page C-16

ANSTSE

Slide 9-15

Learning Activity

Activity #3: New Technologies in Vehicles

Provide a list of new technologies in vehicles that you have observed or read about.


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ANSTSE

Slide 9-16

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the role and use of on-board technologies in behind-the-wheel instruction.



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PW page 9-6

ANSTSE

Slide 9-17

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

PW page 9-7

ANSTSE

Slide 9-18


Questions and Answers

- ▶ What are on-board technologies and how to utilize it in behind-the-wheel training?


ANSTSE

Slide 9-19

Questions?



Module 9



6. List 5 new technologies in vehicles the instructor should be aware of.

a.

b.

c.

d.

e.

Module 10

Behind-the-Wheel Teaching and Learning Theories Course Wrap-Up

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Module Contents

Module Overview 10-2

Section 1: Summary of Behind-the-Wheel Teaching and Learning Theories Course 10-3

Module Summary 10-4

Summary Sheet 10-5

Instructor Notes

Discuss

Module Overview



Section Time

Now that you have completed all of the content modules, it is time to provide a summary of the course, answer any of your questions and begin preparing for the fundamental concepts of teaching and learning knowledge test.

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Length of module
5. How the module will benefit the IC in the real world

Note: Remind IC to stop you if they have any questions.

Module Overview

Module Overview

1. Prior to this module, we discussed On-Board Technologies.
2. This module is titled “Behind-the-Wheel Teaching and Learning Theories Course Wrap-Up.”
3. The purpose of this module is to provide a summary of the Behind-the-Wheel Teaching and Learning Theories Course and answer any questions before you take the knowledge test.
4. This module will last approximately 30 minutes.
5. This module will provide a summary of the course and help you have additional questions answered.

Instructor Notes

Introduce **Section 1: Summary of Behind-the-Wheel Teaching and Learning Theories Course**



Section Time

Summarize **The main topics in this course.**

Refer Instructor candidate's to the summary at the end of this module to review for the knowledge test and for future use.

Section 1: Summary of Behind-the-Wheel Teaching and Learning Theories Course

Introduction Section 1 will provide a summary of the Behind-the-Wheel Teaching and Learning Theories Course.

The main topics of this course

In this course, you learned:

- The lesson plan consists of instructional objectives, content, learning activities, anticipated problems and method of evaluation.
- When developing a route, work from the simple to complex environments, the characteristics of the environment should match the objectives in the lesson plan, and allow for 20-30 minutes per student.
- The five driving environments are low-speed, light traffic (residential), moderate speed, light traffic (open highway/rural), moderate speed, dense traffic (suburban/urban), high speed, moderate and heavy traffic (expressway) and night driving.
- When giving directions, they should be the same for every driver, unless a student is not catching on, short/concise directions, easy to state and remember, easy to understand and follow, “Where” first, then “what,” given clearly and early and timed so not to overload the driver.
- The instructor should be sitting in a manner to take control of the vehicle by sitting in a relaxed but alert position, with left their hand in immediate access to the steering wheel and gear selector lever, with their foot positioned ready to use the dual brake.
- The instructor can take control of the vehicle by means of the steering wheel, the dual instructors, the gear selector lever, and the center-pull parking brake.
- Commentary teaching is when the instructor verbalizes the lesson and conditions and student commentary is when the student verbalizes what they are doing and the condition of the roadway.
- Types of in-vehicle evaluation includes initial evaluation, on-going evaluation, guided self-evaluation and summative evaluation.

Instructor Notes

Module Summary Summarize the purpose of the module “Behind-the-Wheel Teaching and Learning Course Wrap-Up.”



Summarize The module topics.

Summarize The information presented in the module.

Module Summary

Module Summary

The purpose of this module was to provide a summary of the Behind-the-Wheel Teaching and Learning Theories Course and help you have additional questions answered.

This module covered one topic:

- Summary of behind-the-wheel teaching and learning theories course.

The information that was presented in this module is essential for understanding the behind-the-wheel teaching and learning theories course and to prepare for the knowledge test.

Instructor Notes

Summary Sheet

Provide instructor candidates with a summary sheet as a review of the course.



Section Time

Summary Sheet

Introduction Section 1 will provide a summary of the Behind-the-Wheel Teaching and Learning Theories Course.

Lesson plans
for in-vehicle

Lesson Plan Format

Each instructional objective shall include content for the instructional objective, learning activities, anticipated problems and method of evaluation. After the instructional objectives a copy of the route will be attached to the lesson plan.

On-Street Route Development

- Always work from the simple to the more complex environments.
- The characteristics of the environment should match with the objectives in the lesson plan.
- Every on-street route should allow for:
 - An introduction.
 - A demonstration of skills.
 - Repetitious practice (specify the number of repetitions).
 - Assessments.
- The instructor should be very familiar with the routes.
- Each route should contain:
 - Twenty to thirty instructional minutes per student.
 - Time for directions.
 - Static and dynamic situations.
 - Simple to complex situations

Different Driving Environments

The five driving environments are:

1. Low-speed, light traffic (i.e. residential) – speeds of 5-25 mph, few traffic controls
2. Moderate speed, light traffic (i.e. open highway/rural) - speeds of 35-50 mph, variable sight distance, multiple lanes
3. Moderate speed, dense traffic (i.e. suburban/urban/ business district) – speeds of 25-35 mph, maximum number of users, multiple traffic lanes and intersections
4. High speed, moderate and heavy traffic (i.e. expressway) – speeds of 55 – 70 mph, variety of exchanges, limited access
5. Night driving should be included in driver education instruction if possible. Night driving provides significantly reduced visibility for the student and the instructor.

Instructor Notes

Summary Sheet – continued

Provide instructor candidates with a summary sheet as a review of the module.

Summary Sheet

Giving directions

Changing Drivers

Allow twenty to thirty minutes for each student to drive. Choose a safe location to change drivers such as a public area with limited traffic and a good sight distance ahead and behind.

Guidelines for Giving Directions

- Write directions to negotiate a route, which will minimize misunderstanding.
- Verbalize directions, which maximize hearing and understanding of the direction.
- Identify where/when directions should be given that minimize driver overload.
- Directions should be short and concise, use key words, easy to state and remember, easy to understand and follow, and consistent.
- How you give directions is critical in the driver's performance. Make sure you talk loudly and clearly and pause between the "where/when" and the "what" components of the directions.

Instructor seating position

You should be sitting in a manner to take control of the vehicle by sitting in a relaxed but alert position, with your left hand positioned in immediate access to the steering wheel and gear selector lever, with your foot positioned ready to use the dual brake.

Controlling the vehicle in an emergency situation

The instructor can take control of the vehicle by means of:

- The steering wheel – if the situation presents a threat
- The dual instructors brake - use when a situation becomes a threat to you or other roadway users
- The gear selector lever – use in situations where engine is over revving or acceleration is more than braking power
- The center-pull parking brake - used as a back-up to instructor brake, limit use due to rear-wheel lock up

Instructor Notes

Summary Sheet – continued

Provide instructor candidates with a summary sheet as a review of the module.

Summary Sheet

In-vehicle
teaching
techniques

Commentary Teaching

Commentary teaching is when the instructor verbalizes the lesson and conditions to help familiarize the students with what they are expected to do and the condition of the roadway.

Student commentary is when the student verbalizes what they are doing and the condition of the roadway.

Both teaching methods, commentary teaching and student commentary, are very important components to the initial part of the in-vehicle training process. Both methods help to create interaction and help students to understand what they need to do. Commentary teaching should be utilized in short sessions. It is not meant to be used for long periods of time.

Coaching the Driver

Coaching is a method where the instructor and student form a partnership in which the instructor, through observation, questioning and feedback, encourages the learner to be him/herself, identify goals, reflect on their experience and develop strategies to meet their driving goals in the future.

Coaching by correction is correcting student's mistakes with constructive criticism. In-vehicle instructors should not only identify mistakes made, but provide positive comments and explaining to the driver how to correct the mistake.

Positive reinforcement is telling them they have done a good job and rewards the student for positive behavior.

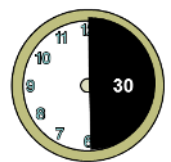
Coaching is designed to develop the awareness and responsibility of the person being coached. These are all vital components in encouraging safe driving.

- **Leading the learner into an active role**
It is important to lead the learner into an active role. The more active the student is in the learning process, the more likely they are to develop and maintain skills not just during training but also when driving.
- **Projecting positive personality traits to students**
Demonstrate respect and empathy for learners as growing, developing and feeling human beings.

Instructor Notes

Summary Sheet – continued

Provide instructor candidates with a summary sheet as a review of the module.



Elapsed Time

Summary Sheet

Driver
evaluation

Types of in-vehicle evaluation

1. Initial evaluation.
2. On-going evaluation each time a driver drives.
3. Guided self-evaluation.
2. End of unit or course (summative) evaluation at the end of the in-vehicle phase.

Measurements obtained when evaluating drivers:

- The driver's skills at maneuvering the car can be measured.
- The driver's ability to identify and avoid situations that are likely to produce a collision.

Evaluations can consistently:

- Determine which drivers are most successful in responding to hazardous traffic situations.
- Identify the driver's strengths and weaknesses.

Driver actions to evaluate:

- Break down the driver's strong and weak points.
- Searching, speed control, direction control and timing

How to provide feedback to the driver

- Be done in a systematic way.
- Relate to judgment and/or performance in searching, speed control, direction control, and timing/decision-making skills.
- Be immediately done if mistakes are being made

On-board
technologies

On-board technologies

Include the computer and electronic technology in your vehicle, including emergency warning systems, GPS navigation, integrated cell phones, wireless safety communications, automatic driving assistance systems and vehicle tracking.

Technology for in-vehicle training

Includes cameras to record, GPS systems, tracking devices, electronic score sheets

New technology in vehicles

Includes back up cameras, blind spot detector, automatic parallel parking, back-up warning, brake assist, drowsiness alert, lane keeping assist, pedestrian detection, push button start, traction control and more. Any technologies available in your driver education vehicle should be covered in your lesson plan.

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Module 11

Behind-the-Wheel Teaching and Learning Theory Knowledge Test

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Module Contents

Module Overview 11-2

Section 1: Behind-the-Wheel Teaching and Learning Theories

Knowledge Test 11-3

Module Summary 11-5

Instructor Notes

Discuss

Module Overview



Section Time

Now that we have covered the Behind-the-Wheel Teaching and Learning Theories in detail, it's time to administer the Behind-the-Wheel Teaching and Learning Theories Knowledge Test.

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Length of module
7. How the module will benefit the IC in the real world

Note: Remind IC's to stop you if they have any questions.

Module Overview

Module Overview

1. Prior to this module, you were provided a course wrap-up.
2. This module is titled “Behind-the-Wheel Teaching and Learning Theories Knowledge Test.”
3. The purpose of the module is to provide you with a clear understanding of the examination requirements; and to demonstrate that you have a firm understanding of the knowledge and skills necessary for becoming a driver education instructor.
4. This module covers one topic:
 - Behind-the-Wheel Teaching and Learning Theory Knowledge Test.
5. By the end of this module, you will be able to:
 - Demonstrate an understanding of the knowledge and skill necessary for being a driver education instructor.
 - Demonstrate an understanding of the attitudes and responsibilities necessary for being a behind-the-wheel driver education instructor.
 - Successfully pass the Behind-the-Wheel Teaching and Learning Theories Knowledge Test with an 80% accuracy.
6. This module will last approximately 1 hour.
7. This module will help you understand the Behind-the-Wheel Teaching and Learning Theories Knowledge Test for completion of the Behind-the-Wheel Teaching and Learning Theories course.

Instructor Notes

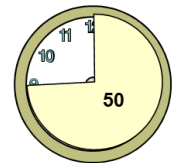
Introduce **Section 1: Behind-the-Wheel Teaching and Learning Theories Knowledge Test**



Section Time

Discuss **Behind-the-Wheel Teaching and Learning Theories Knowledge Test.**

Administer The Behind-the-Wheel Teaching and Learning Theories Knowledge Test.



Section Time

1. Have instructor candidates spread out.
 2. Have instructor candidates put all books and materials away.
 3. Distribute answer sheets.
 4. Distribute tests.
-

Score The Classroom Teaching and Learning Theories Knowledge Test.

1. Use the scoring template to score the test.
 2. Recheck any scores that are close to the cut-off point.
-

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.

Section 1: Behind-the-Wheel Teaching and Learning Theories Knowledge Test

Introduction Section 1 will cover what to expect from the Behind-the-Wheel Teaching and Learning Theories Knowledge Test.

Behind-the-Wheel Teaching and Learning Theories Knowledge Test

1. Consists of 30 multiple choice questions.
2. There are three alternatives for each question (a, b and c).
3. Pick the response that best answers the question.
4. You must pass with a score of 80% or higher to complete the Behind-the-Wheel Teaching and Learning Theories Course.
5. You have one hour to complete the test.
6. When finished remain in the room and your instructor will collect the test and answer sheet.

Section 1 Summary This section covered what to expect from the Behind-the-Wheel Teaching and Learning Theories Knowledge Test.

Instructor Notes

- Cover** The results of the Behind-the-Wheel Teaching and Learning Theories Knowledge Test.
1. Option #1: call instructor candidates into a separate room one at a time to discuss the results.
 - a. Allows for individual counseling.
 - b. Can be very effective for handling instructor candidates who did not meet the scoring cut-off.
 2. Option #2: distribute the evaluation sheet back to the instructor candidates as a group.
 - a. Works best only when all instructor candidates have successfully passed the knowledge test.
 - b. Can be very embarrassing for those who did not meet the scoring cut-off.
-

- Review** The Behind-the-Wheel Teaching and Learning Theories Knowledge Test.
1. Allow instructor candidates to ask question concerning the items missed.
 2. Cover the test five questions at a time, i.e., 1-5, 6-10, etc.
 3. Do not allow instructor candidates who did not meet the scoring cut-off to participate in the review of the Behind-the-Wheel Teaching and Learning Theories Knowledge Test.
 4. Collect the answer sheets.
-

Congratulate The instructor candidates for passing the knowledge test.

Congratulate The instructor candidates for successfully completing the course.

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Instructor Notes

Module Summary Summarize the purpose of the module “Behind-the-Wheel Teaching and Learning Theories Knowledge Test.”



Section Time

Summarize The module topics.

Summarize The information presented in the module.

Congratulate The instructors on completing the Behind-the-Wheel Teaching and Learning Theories Course.

1. Distribute jurisdictional certificate of completion. (If applicable)
2. Distribute any other awards. (If applicable)
3. Give recognition to organization or facility hosting the program.

Have Instructors complete end of course evaluation.

Dismiss The instructor candidates.



Elapsed Time

Module Summary

Module Summary

The purpose of this module was to provide you with a clear understanding of the requirement that driver education instructors successfully complete the required examination upon completion of the Behind-the-Wheel Teaching and Learning Theories Course to demonstrate that you have a firm understanding of the knowledge, knowledge, and attitude necessary for becoming a driver education instructor.

By the end of this module, you should be able to:

- Demonstrate an understanding of the knowledge and skill necessary for being a driver education instructor.
- Demonstrate an understanding of the attitudes and responsibilities necessary for being a behind-the-wheel driver education instructor.
- Successfully pass the Behind-the-Wheel Teaching and Learning Theories Knowledge Test with an 80% accuracy.

The information that was presented in this module is essential for understanding the Behind-the-Wheel Teaching and Learning Theories Knowledge Test for completion of the Behind-the-Wheel Teaching and Learning Theories course.

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Part III: Behind-the-Wheel Teaching and Learning Theories Knowledge Test

Full Name

Date of Exam

Select the alternative that **best** answers the question.

1. You are planning a low-speed (residential), light traffic behind-the-wheel driving session. This route should include:
 - a. Speeds not to exceed 25mph, traffic control signs and pavement markings, two way and one way streets
 - b. Several traffic control lights, multiple lane highways with Yield signs
 - c. Several hills, moderate traffic and limited sight distances
2. The difference between the open highway and the rural driving environment is?
 - a. Rural roads have multiple lanes and more traffic control devices while open highways have limited speeds and narrow lane widths.
 - b. Open highways have limited sight distances while rural roads have unrestricted lines of sight.
 - c. Rural roads generally have more hills, curves and limited pavement markings and traffic controls.
3. Expressway, high speed, moderate and heavy traffic driving environments should include:
 - a. Speeds between 55 and 70 mph, limited access, divided highways with barriers
 - b. A variety of traffic control devices including stop signs and traffic lights
 - c. Complex intersections, limited space and restricted lines of sight
4. Probably the easiest and safest location to change drivers during a behind-the-wheel session is:
 - a. Always the routes starting point
 - b. A parking lot with limited traffic and good lines of sight
 - c. On a road with wide paved shoulders

5. To help ensure your directions to a student driver are understood and followed, your directions:
 - a. Should be stated as a request
 - b. Should vary based on the maneuver to be completed
 - c. Should be short, concise and easy to remember

6. Directions to a student driver should:
 - a. Include street names so they know when to complete the maneuver
 - b. First say “where” you want the maneuver done and then “what” the maneuver is
 - c. State the maneuver first, pause and then state when to complete the maneuver

7. You should be prepared to use the dual instructor brake:
 - a. Every time the driver needs to slow or stop
 - b. When you believe a situation may become a threat to you or others
 - c. Only when you cannot reach the steering wheel

8. When positioning yourself in the front passenger seat for a behind the wheel session, you should:
 - a. Be looking out the front window, one hand on the dashboard and the other holding the student driving log
 - b. Have your left hand in position to immediately access the steering wheel or gear shift lever
 - c. Have your left foot over the dual instructor brake and left hand on the gear shift lever

9. Before entering the driver education vehicle for a behind-the-wheel session, you should?
 - a. Verify each restriction on all the student drivers’ licenses
 - b. Ask the students if they are ready to complete the session
 - c. Provide a lesson overview that includes a general description of the route

10. You can use commentary teaching:

- a. To help familiarize students with maneuvers and roadway conditions
- b. To have students ask questions about the driving environment
- c. To evaluate student performance as they complete a maneuver

11. You should use commentary teaching:

- a. Only during the final behind-the-wheel session to evaluate the driver's knowledge
- b. During the initial part of the training or when a new procedure or maneuver will be attempted by the student
- c. To keep the observers active and working on their homework

12. If a collision occurs during an in-vehicle driving session, you should:

- a. Immediately call your supervisor to find out what should be done
- b. Follow the policies and procedures established by your program
- c. Assess the damage to the vehicle, make sure no one is injured and inform all the involved parties a student driver was driving.

13. When giving directions to the student driver, you need to:

- a. Know when to give the directions to reduce driver overload and allow time to process and react
- b. Speak loudly and quickly so the driver hears and can start the maneuver
- c. Ask the driver if they are ready for the directions to prevent driver overload.

14. To use "Coaching by Correction," you should:

- a. Identify the error, tell the student how to do it better next time and provide another opportunity to repeat the maneuver
- b. Identify the error, criticize the student and immediately score the driving log
- c. Tell the student what was wrong, mark the driving log and move to the next activity

15. Positive reinforcement:

- a. Encourages continued positive behavior and correct action
- b. Is used only after a student driver completes a very complex maneuver
- c. Is best used at the end of the driving session to prepare the student for the next session

16. The big challenge of coaching the student driver is:

- a. Leading the student from a passive to active learner so they can develop the skills they need
- b. Identifying all their errors and providing new experiences to correct them
- c. Dealing with sensitive students who may be offended when they are being corrected.

17. To be an effective driving coach, you:

- a. Need to be aware of the student's abilities, limitations and frustrations
- b. Need to know the objectives of the lesson plan and achieve each one with all the students during the session
- c. Need to perfectly demonstrate each driving maneuver the student must complete

18. Summarize a student's in-vehicle driving performance by:

- a. Focusing on what went wrong.
- b. Telling the driver they may need to practice their driving
- c. Noting the positives, correcting mistakes and suggesting improvements

19. An acceptable criteria for rating driver performance is:

- a. You feel uncomfortable when the student is driving
- b. The driver complies with traffic laws and proper procedures
- c. The driver is not performing as well as the other students.

20. If student observers are included in driving sessions, the observers:
- Should be active participants in the session and assist the student driver throughout the session
 - Should clearly understand their responsibilities and work primarily on completing their observation form
 - Consider the driving session part of the classroom and ask the instructor and driver questions.
21. What type of in-vehicle evaluation supports students recognizing their responsibility for continual self-appraisal?
- On-going evaluation
 - Summative evaluation
 - Guided self-evaluation
22. Your evaluation of a student driver's performance should be based on:
- The objectives for the session and what was observed
 - Your driving experiences and preferences
 - How you feel the student will drive after they get a license.
23. Which of the following may be considered a coaching question?
- What does a flashing red light mean?
 - How did you feel when you reached 70 mph on the expressway?
 - What is the speed limit in a marked active school zone?
24. Which of the following procedures should **not** be used when trying to take control of a moving vehicle?
- Grasping the steering wheel
 - Shifting the gear selector to neutral
 - Turning off the ignition

25. You would use a summative evaluation of a student's performance:
- At the end of each driving session to determine if the driver achieved the objectives
 - At the end of a unit or course to measure the student's growth
 - Each time the student completes a complex maneuver
26. On-street driving routes should:
- Start and end at the student's residence
 - Be planned on the day of the driving sessions to avoid possible delays from road work or crashes
 - Ideally give each student 20 to 30 minutes of instructional driving
27. A good on-street driving route:
- Matches the lesson objectives given by the instructor
 - Includes environments that challenge the students and can be completed in 60 minutes
 - Is based on the typical driving environments students will travel once they have a license.
28. An instructor eye mirror should be:
- Positioned to see the student driver's eye movement
 - Used only when the student driver has a vision restriction on their permit
 - Positioned next to the instructor rearview mirror so the instructor can see driver eye movement and to the rear of the vehicle at the same time
29. Student commentary driving:
- Can help determine what the student is thinking and how they plan to respond to traffic conditions
 - Should be restricted to only the student observers so the driver concentrates on the driving environment
 - Can be distracting and only used after the student driver has had several hours of practice driving

30. What are the four driver actions you can evaluate:

- a. 1) Searching, 2) following instructions, 3) direction control, 4) selecting appropriate speed
- b. 1) Speed control, 2) time and space control, 3) searching and 4) handling distractions
- c. 1) Searching, 2) speed control, 3) directional control, 4) timing and space control

Part III: Behind-the-Wheel Teaching and Learning Theories
Knowledge Test
Answer Sheet

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
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16. _____
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25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Part III Addendum

Module C

Optional Content

**Driving Ranges and Driving
Simulators**

NOTE: The instructor should use their discretion as to what topics to cover in this module. This module may not need to be covered in detail, but provides a sample of what could be covered in the course. If your state does not have specific content for these topics use this module to teach these topics.

Instructor Notes

Activities

Activity #1: Driving Skills Enhanced through Simulation

In a small group setting, the IC's will discuss the role of driving simulation in a driver education program and arrive at those driving skills that are enhanced through this technique.

Activity #2: Driving Simulation Demo

All IC's should participate as a student in many driving simulation lessons taught by an experienced driver education instructor. Discover the skills that beginning drivers will learn from the driving simulation experience.

Activity #3: Advantages of the Driving Range

The IC's will be involved in a discussion on the advantages of utilizing the driving range program as an enhancement to in-vehicle instruction.

Module Review Activity: Key words Matchup

Have ICs write in the letter of associated key word.

Module Contents

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Activity #2: Driving Simulation Demo	C-8
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Module Review Activity: Key Word Matchup.....	C-16
Summary Sheet	C-17

Instructor Notes

Discuss

Module Overview

In this module, we will discuss program enhancements such as driving ranges and driving simulators.



Section Time

Show

Slides C-1 through C-4

1. Relate to previous learning
2. Name of Module
3. Purpose of Module
4. Module Sections
5. Module Objectives
6. Activities to be performed
7. How the IC's will be evaluated
8. Length of Module
9. How the Module will benefit the IC's in the real world

Note:

Remind IC's to stop you if they have any questions.

Key Words:

Write the following key words on the board. Explain that they will be defined as you proceed through the Module.

Dedicated driving range	Immersion	Interactive driving simulator
Presence	Simulated driving	Simulation system
Temporary driving range	Virtual reality	

Note:

Remind IC's to raise a hand if they are unfamiliar with any terminology.

Module Overview

Module Overview

1. Prior to this module, we completed the knowledge test.
2. This module is titled “Driving Ranges and Driving Simulators.”
3. The purpose of this module is to give the student a better understanding of how driving ranges and driving simulators can enhance driver education.
4. This module will cover two topics:
 - Driving ranges
 - Driving simulators
5. By the end of this module, you will be able to:
 - Describe the role and use of driving simulators in behind-the-wheel-instruction.
 - Describe the role and use of driving ranges or off-street practice areas in behind-the-wheel-instruction.
6. During the module, you will be required to participate in group discussion and activities lead by the instructor.
7. During the module, you will be evaluated on your participation in class discussion. There will be a 10-point quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 1 hour and 30 minutes.
9. This module will help you to learn more about ways to enhance your driver education program through driving simulation and driving ranges.

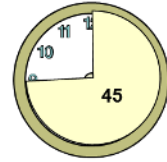
Key Words:

You will learn the following key words and their meaning as you proceed through this module:

Dedicated driving range	Immersion	Interactive driving simulator
Presence	Simulated driving	Simulation system
Temporary driving range	Virtual reality	

Instructor Notes

Introduce **Section 1: The Role and Use of Driving Simulators**



Section Time

Discuss **The meaning of driving simulators.**

Show **Slides C-5 through C-6**

Discuss **Categories of driving simulators based on quality.**

Show **Slide C-7**

Section 1: The Role and Use of Driving Simulators

Introduction Section 1 will cover the role and use of driving simulators in behind-the-wheel training.

The meaning of driving simulators

- Describes a multitude of combinations of computer hardware, software and real or proxy vehicle components, e.g. controls, instruments, seat and dashboard, enclosed cabins.
- Designed to reproduce, with varying degrees of realism part or all of the experience of driving a motor vehicle within a realistic road and traffic environment.
- Visual displays range from desktop computer screens to 360-degree curved screens.
- Motion reproduction of varying qualities is also available to add realism to the driving experience.
- Typically available in a wide range of configurations with costs that vary according to the quality of the realism of the simulation and additional features.

Categories of driving simulators based on quality

Driving simulators can be divided into three categories, low, medium and high quality.

1. Low quality driving simulators consist of desktop, single-screen computers with a gaming steering wheel and pedals and can cost as little as a few hundred dollars.
2. Medium-quality driving simulators normally increase the field of view, present a more realistic driving cockpit, are available with motion platforms and can provide a high degree of realism – prices may vary between \$30,000 and \$250,000 depending features and the degree of realism that is simulated.
3. At the high end, multimillion-dollar, full-scale driving simulators use real motor vehicles surrounded by 360-degree viewing screens mounted on hexapod platforms that glide on tracks that provide realistic motion and acceleration feedback.

Instructor Notes

Discuss **Simulation and what it can offer to a driver education program.**

Show **Slide C-8 through C-10**

Explain That certain skills can be effectively built using driving simulators but are limited by both the type of simulator and how it is used. As with on the road training, the objective is to achieve a positive transfer of desired skills to real driving situations. Just as with on the road training, vigilance must be exercised to ensure that negative habits are not developed inadvertently.

Activity **Activity #1: Driving Skills Enhanced through Simulation**

Show **Slide C-11**

In a small group setting, the instructor candidates will discuss the role of driving simulation in a driver education program and arrive at those driving skills that are enhanced through this technique.

Section 1: The Role and Use of Driving Simulators

Simulation and what it can offer to a driver education program

A simulator can provide:

1. A repetitive sequence in a protected environment.
2. The opportunity for the student to develop judgment and decision-making abilities.
3. The opportunity for the instructor to observe student responses to traffic situations under simulated conditions.

What is the purpose of driving simulation?

- Liaison between classroom and in-vehicle instruction.
- Provides additional knowledge necessary for safe operation of a motor vehicle.
- Provides a variety of learning experiences.
- It is learning in a protected environment.

Certain skills that can be built using driving simulators:

- Basic visual skills and abilities.
- Basic perceptual skills and abilities.
- Judgment and decision-making abilities.
- Appropriate responses to situations of increased risk.
- Procedural and vehicle handling skills.

Activity

Activity #1: Driving Skills Enhanced through Simulation

In a small group setting, you will discuss the role of driving simulation in a driver education program and determine driving skills that are enhanced through this technique.

Instructor Notes

Discuss **The suitability of different visual systems to evaluate a normal range of driving skills.**

Show **Slide C-12**

Section 1: The Role and Use of Driving Simulators

The suitability of different visual systems to evaluate a normal range of driving skills

Suitability of different visual systems to evaluate a normal range of driving skills.

Driving skills	180-degree FOV screens with 1:1 graphic-to-optic ratio plus blind spots	120-degree FOV screens with graphic compression of 180 degrees and no blind spots
Speed control	Yes	Yes (Speed perception decreases as field of view narrows [3])
Brake reactions	Yes	Yes
Lane keeping	Yes	Yes
Turns at Y intersections	Yes	Yes
Proceeding straight through intersections	Yes	Not recommended
Lane changes (with shoulder checks)	Yes	No
Turns (with shoulder checks)	Yes	No
Expressway merges (with shoulder checks)	Yes	No

Instructor Notes

Discuss **Different types of simulators: interactive, simulated driving and virtual reality.**

Show **Slides C-13 through C-17**

Section 1: The Role and Use of Driving Simulators

Different types of simulators: interactive, simulated driving and virtual reality.

1. Interactive driving simulator
 - Early versions of driving simulators were non-interactive, meaning that the drivers' actions did not influence the behavior of the virtual vehicle driving in the filmed or animated driving environment.
 - With interactive driving simulators, drivers directly control the movement of their vehicles and may even influence the driving and traffic environment.
 - Most importantly, events can be programmed to occur that can train or test a driver's ability to perform safely.
 - Have great potential as both driver training and driver assessment tools because they have programmable driving scenarios and they can measure driver performance and behavior with precision and reliability.
 - This combination of features makes it possible to develop standardized scenarios with driving routes that present complex and high-risk traffic situations allowing for standardized scores and objective comparisons of driving behavior.
2. Simulated driving
 - Visual media like videos and games that reproduce aspects of the driving experience and require the performance of tasks similar to real life driving.
3. Virtual reality
 - A term that applies to any computer-generated environment that simulates real or imaginary worlds through visual displays, sounds and sometimes tactile feedback and that allow participants varying degrees of freedom to interact within those environments.

Instructor Notes

Discuss **Immersion and presence in relation to driving simulators.**

Show **Slides C-18 through C-20**

Section 1: The Role and Use of Simulators

Immersion and presence in relation to driving simulators

In understanding driving simulators, two critical constructs are often neglected, immersion and presence.

- **Immersion:** A measure of the degree to which information surrounds and includes a driver through sensory means; in other words, the extent to which the driver's external sensory inputs are occupied with the driving task vs. any external distraction.
 - Example: A 180-degree visual configuration is more immersive than a single monitor desk-top simulator.
- **Presence:** The measure of the degree to which we feel we are in or part of an environment; in a sense, the extent to which our internal sensory and cognitive systems are occupied with the driving task vs. any internal distraction, e.g. thoughts, hypothesis.

Immersion and presence are related but different. The difference is that immersion is the cause or the process and presence is the effect or the result.

- These terms are important to understand because the degree of presence that the driver feels while driving in the simulator is directly related to the probability that the learned behaviors will transfer to the real world and the validity of the evaluation of that driver's performance and behavior.
- Driving simulators that produce a more immersive environment, through more realistic and comprehensive sensory outputs, have a greater likelihood of producing the presence that is critical learning.

Instructor Notes

Discuss **Guidelines to ensure students know what to expect and how they are going to be evaluated.**

Show **Slide C-21**

Emphasize Instructors must practice using the driving simulators before teaching with them.

Activity **Activity #2: Driving Simulation Demo**

Show **Slide C-22**

All instructor candidates should participate as a student in many driving simulation lessons taught by an experienced driver education instructor. Discover the skills that beginning drivers will learn from the driving simulation experience.

Section 1: The Role and Use of Simulators

Guidelines to ensure students know what to expect and how they are going to be evaluated

- Instructor must know and understand how to operate driving simulators.
- Instructors should organize the driving simulation lesson into an introduction (highlighting the important concepts/points that will be emphasized in the lesson), the actual driving simulation video while driving the simulators (emphasizing key points, stopping where appropriate/necessary, getting student input, etc.), and a good summary at the end of the lesson.
- Student orientation to equipment and assessment.
- Student orientation to instructional programs.
- Expectation of student performance in-vehicle.
- Evaluation of student performance in driving simulation.

Activity

Activity #2: Driving Simulation Demo

Participate as a student in many driving simulation lessons. Discover the skills that beginning drivers will learn from the driving simulation experience.

Instructor Notes

Discuss **The methods of evaluating students when using driving simulators.**

Show **Slide C-23**

Emphasize That evaluation should not be based entirely off the computerized scoring system. A driving simulation instructor needs to focus on observing the skills and behaviors of the beginning drivers while in driving simulation.

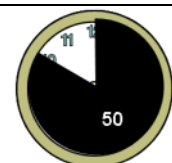
Discuss **Limitations of driving simulation.**

Show **Slide C-24**

Discuss **Converting driving simulation skills and behaviors into behind-the-wheel driving hours.**

Show **Slide C-25**

Section Summary Give a brief summary of Section 1. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 1: The Role and Use of Driving Simulators

The methods of evaluating students when using simulators

1. Based on instructor observation and computerized scoring system.
 - Observing procedures to be followed.
 - Observing student's responses to certain scenes.
 - Computer automatic scoring through set checks in the selected driving program.
 2. Written or verbal testing based on the scenarios.
 3. Commentary driving during the scenarios.
 4. Scenario clips with response sheets.
-

Limitations of driving simulators

Even though simulation does have its strong points it can also have weak points, heavily dependent upon the type of simulator used and the quality of instruction provided. These may include:

- Absence of kinetic feedback.
 - Limited visual field
 - Possible negative transfer of learning when errors or omissions in student observation and/or procedure are not identified and corrected.
-

Converting simulation into behind-the-wheel driving hours

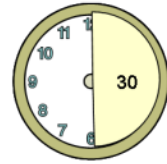
- Generally accepted time ratio is 4:1 (four hours of simulation equals one hour of on-street instruction). It is important to mention that driving simulation can be used as a part of classroom instruction.
 - Maximum two hours substitution time allowed.
-

Section 1 Summary

This section covered the role and use of simulators in behind-the-wheel training.

Instructor Notes

Introduce **Section 2: The Role and Use of Driving Ranges**



Section Time

Discuss **Driving ranges and driving range instruction.**

Show **Slide C-26**

Discuss **The two types of driving ranges.**

Show **Slide C-27**

Discuss **The advantages of incorporating range exercises into a driver education program.**

Show **Slide C-28**

Activity **Activity #3: Advantages of the Driving Range**

Show **Slide C-29**

The instructor candidates will be involved in a discussion on the advantages of utilizing the driving range program as an enhancement to in-vehicle instruction.

Section 2: The Role and Use of Driving Ranges

Introduction Section 2 will cover the role and use of driving ranges, including types of ranges, advantages of using a range, and convert driving range time into behind-the-wheel driving hours.

Driving range and driving range instruction Driving range – a defined roadway course closed to public traffic and allowing for the recreation of various basic driving scenarios, used for driver training.

Driving range instruction – use of a closed course to instruct drivers.

Two types of driving ranges There are two types of ranges used for driver education.

1. Dedicated, specially designed and built traffic mix facility which can include most elements found in an urban driving environment. It may also include a skid pad or skid simulation equipment.:
2. Temporary, off-street exercise range that is most likely a parking lot where some pre-assessment exercises, parking exercises, and basic handling procedures can be performed.

The advantages of incorporating range exercises into a driver education program The advantages of incorporating range exercises into a driver education program are:

- Allows for repetitive experiences in a controlled environment.
- Allows for more driving experience per hour of supervision/guidance.
- Allows for individual student differences.
- It is a low risk in-vehicle experience.
- When using a temporary off-street facility, issues of permission and liability must be properly addressed.

Activity **Activity #3: Advantages of the Driving Range**

Your instructor will be involved in a discussion on the advantages of utilizing the driving range program as an enhancement to in-vehicle instruction.

Instructor Notes

Discuss **The basic equipment needed to operate a driving range.**

Show **Slide C-30**

Discuss **Other driving range considerations.**

Show **Slide C-31**

Section 2: The Role and Use of Driving Ranges

The basic equipment needed to operate a dedicated driving range

- Initial cost of building a dedicated range is extremely high if the facility is a traffic mix setup.
 - Equipment needs may include:
 - Additional vehicles.
 - Communication system.
 - Vehicle identification.
 - Storage.
 - Signs, signals, markings, cones
 - Control tower
 - Vehicle remote controls for ignition and braking
 - Skid pad or skid simulation equipment
 - Landscaping for hills, various road chambers and surfaces
-

Other driving range considerations

- Teaching stations protected from the elements.
- Safety considerations of the students, instructors, and of the vehicles.
- Types of basic skill exercises placed on a dedicated range at one time.
 - Starting and stopping
 - Lateral maneuvers
 - Traffic mix
 - Left/right turns
 - Vision/steering skills
 - Parking exercises
 - Passing lanes
 - Backing exercises
 - Various types of intersections

Instructor Notes

Discuss **Driving range safety rules.**

Show **Slides C-32 through C-33**

Section 2: The Role and Use of Driving Ranges

Driving range safety rules

1. Avoid contact with the vehicle when giving directions. Do not stand on the running boards or in a location with the door open that could result in injury if the vehicle suddenly moves.
2. Stand well away from the vehicle. Do not approach the vehicle unless it is in neutral and the parking brake is set.
3. Do not stand directly in front or in the rear of a vehicle.
4. Be prepared to move at any time.
5. Always keep the driver in sight, and make sure that you stay where the driver can see you. If you cannot see their mirrors, they cannot see you.
6. If the driver cannot hear your directions, have them turn the engine off.
7. Never allow the driver to do anything dangerous. For example,
 - Do not allow them to exit the vehicle without maintaining 3 points of contact on the vehicle.

Instructor Notes

Discuss **How to convert driving range time to behind-the-wheel driving hours.**

Show **Slide C-34**

Discuss **Other activities a driving range may be used.**

Show **Slide C-35**

Section 2: The Role and Use of Driving Ranges

Converting driving range time to behind-the-wheel driving hours

Generally accepted time ratio is 2:1 (two hours of range instruction is equivalent to one hour of on-street instruction).

Maximum two hours substitution time allowed.

Other activities a driving range may be used

Even though a dedicated driving range may have been designed for driver education, it may be used for other types of activities such as:

- Public driver improvement programs.
- Motorcycle operator courses.
- Private driver training.
- School functions.

Instructor Notes

Summarize The important topics of the lesson.

Show **Slide C-36**

Section Summary Give a brief summary of Section 2. Ask a few short questions before proceeding onto the next section.



Elapsed Time

Section 2: The Role and Use of On-board Technologies

Summary of the important topics

- Program enhancements can add to the learning environments available to the students.
- Each enhancement, simulation, range and vehicle technology has its strength's and its weaknesses.
- Some program enhancements may have a high initial cost.
- Program enhancements may reduce instructional costs over time.

Section 2 Summary

This section covered the role and use of driving ranges, including types of ranges, advantages of using a range, converting driving range time into behind-the-wheel driving hours.

Instructor Notes



Section Time

Module Summary Summarize the purpose of the module “Driving Ranges and Driving Simulators.”

Summarize The module objectives.

Summarize The information presented in the module.

Summarize **Slides C-37 through C-40**

Show Key Words The following “Key Words” were introduced in this module.

Dedicated driving range	Immersion	Interactive driving simulator
Presence	Simulated driving	Simulation system
Temporary driving range	Virtual reality	

Activity Conduct Module Review Activity: Key Words Matchup.

Questions and Answers Ask a few short questions and allow students to ask questions for additional information or clarification.

1. What are some of the advantages of incorporating range exercises into a driver education program?
2. What are some of the driving simulators strong points?
3. What is the purpose of driving simulation?

Quiz Administer quiz on Module C.

Review Score and review quiz with instructor candidates after completion. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.

Module Summary

Module Summary

“The purpose of this module was to give the student a better understanding of how driving ranges and driving simulators can enhance a driver education program.”

By the end of this module, you should be able to:

- Describe the role and use of driving simulators in behind-the-wheel-instruction.
- Describe the role and use of driving ranges or off-street practice areas in behind-the-wheel-instruction.

The information presented in this module will help you to learn more about ways to enhance your driver education program through driving simulation and driving ranges.

Key Words

The following “Key Words” were introduced and defined during the lesson.

Dedicated driving range	Immersion	Interactive driving simulator
Presence	Simulated driving	Simulation system
Temporary driving range	Virtual reality	

Instructor Notes

Module Review Activity

Key Words Matchup

Have instructor candidates write in the letter of the associated key word.

After instructor candidates have completed the activity, discuss the answers and explain any questions.

Answer Key

1. F
2. D
3. A
4. B
5. G
6. E
7. H
8. C

Module Review Activity

Module Review Activity **Key Words Matchup**

On the line below, write the letter of the associated key word.

A. Dedicated driving range	B. Immersion	C. Interactive driving simulator
D. Presence	E. Simulated driving	F. Simulation system
G. Temporary driving range	H. Virtual reality	

1. _____ Describes a multitude of combinations of computer hardware, software and vehicle components.
2. _____ The measure of the degree to which we feel we are in or part of an environment.
3. _____ Specially designed and built traffic mix facility which can include most elements found in an urban driving environment.
4. _____ A measure of the degree to which information surrounds and includes a driver through sensory means.
5. _____ Off-street exercise range that is most likely a parking lot where some pre-assessment exercises and basic handling procedures can be performed.
6. _____ Visual media like videos and games that reproduce aspects of the driving experience.
7. _____ A term that applies to any computer-generated environment that simulates real or imaginary worlds through visual displays, sounds and tactile feedback.
8. _____ Drivers directly control the movement of their vehicles and may even influence the driving and traffic environment.

Instructor Notes

Summary Sheet Provide instructor candidates with a summary sheet as a review of the module.

Review Module highlights with instructor candidates.

Summary Sheet

Summary
Sheet

Overview of Program Enhancements

- Program enhancements add to the learning environments available to the students.
- Each enhancement, simulation, range and vehicle telematics has its strength's and its weaknesses.
- High initial cost for each.
- Can reduce instructional costs over time.

The Role and Use of driving Simulators

A driving simulation system can provide a repetitive sequence in a protected environment to observe student responses to traffic situations under simulated conditions. Driver simulation provides liaison between classroom and in-vehicle instruction and provides additional knowledge necessary for safe operation of a motor vehicle, such as decision-making and judgment abilities and basic visual and perceptual skills and abilities.

Driving simulators can have limitations such as absence of kinetic feedback, limited visual field and possible negative transfer of learning.

Driving simulation can be converted into behind-the-wheel driving hours using a 4:1 ratio (four hours of driving simulation is equivalent to one hour of on-street instruction).

Instructor Notes

**Summary
Sheet –
continued**

Provide instructor candidates with a summary sheet as a review of the module.

Review

Module highlights with instructor candidates.



Elapsed Time

Summary Sheet

Summary
Sheet –
continued

The Role and Use of Driving Ranges

There are two types of driving ranges: a specially designed and built traffic mix facility that includes painted lines, stop signs, parking exercises, skid pad, and expressway driving and an off-street exercise range where some pre-assessment procedures are practiced.


The advantages of incorporating range exercises into a driver education program are they allow for repetitive experiences in a controlled environment, they allow for more driving experience per hour of supervision/guidance, they allow for individual student differences and it is a low risk in-vehicle experience.

Driving range time can be converted into behind-the-wheel driving hours using a 2:1 ratio (two hours of range instruction is equivalent to one hour of on-street instruction).

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Module C


Driving Ranges and Driving Simulators



Slide C-2

Purpose of the Module

- ▶ To give the student a better understanding of how driving ranges and driving simulators can enhance a driver education program.
- ▶ For more specific information on how to teach utilizing these program enhancements, you will need to seek further training.


Module C PW page C-2 

Slide C-3

Module Sections

This module will cover two topics:


- ▶ Driving ranges
- ▶ Driving simulators

Module C PW page C-2 

Slide C-4

Module Objectives


- ▶ By the end of this Module, you will be able to:
 - Describe the role and use of driving simulators in behind-the-wheel-instruction.
 - Describe the role and use of driving ranges or off-street practice areas in behind-the-wheel-instruction.

Module C PW page C-2 

Slide C-5

Driving Simulators


- ▶ Designed to reproduce, with varying degrees of realism the experience of driving a motor vehicle within a realistic road and traffic environment.

Module C PW page C-3 

Slide C-6

Driving Simulators

- ▶ Visual displays range from desktop computer screens to 360-degree curved screens.
- ▶ Motion reproduction of varying qualities.
- ▶ Typically available in a wide range of configurations with costs that vary.

Module C PW page C-3 

Slide C-7

Categories of Driving Simulators Based on Quality

- ▶ Low quality
- ▶ Medium-quality
- ▶ High quality

Module C PW page C-3

Slide C-8

What Simulation Can Offer

- ▶ A repetitive sequence in a protected environment.
- ▶ Judgment and decision making abilities.
- ▶ The instructor can observe student responses under simulated conditions.

Module C PW page C-4

Slide C-9

Purpose of Driving Simulation

- ▶ Liaison between classroom and in-vehicle instruction.
- ▶ Provides additional knowledge.
- ▶ Provides a variety of learning experiences.
- ▶ Learning in a protected environment.

Module C PW page C-4

Slide C-10

Skills Built Using Driving Simulators

- ▶ Basic visual skills and abilities.
- ▶ Basic perceptual skills and abilities.
- ▶ Judgment and decision-making abilities.
- ▶ Appropriate responses to situations of increased risk.
- ▶ Procedural and vehicle handling skills.

Module C PW page C-4

Slide C-11

Learning Activity

Activity #1: Driving Skills Enhanced through Simulation

Discuss the role of driving simulation and driving skills that are enhanced through this technique.

Module C PW page C-4

Slide C-12

Suitability of Different Visual Systems

Driving skills	180-degree FOV screens with 1:1 graphic-to-optic ratio plus blind spots	120-degree FOV screens with graphic compression of 180 degrees and no blind spots
Speed control	Yes	Yes (Speed perception decreases as field of view narrows [3])
Brake reactions	Yes	Yes
Lane keeping	Yes	Yes
Turns at Y intersections	Yes	Yes
Proceeding straight through intersections	Yes	Not recommended
Lane changes (with shoulder checks)	Yes	No
Turns (with shoulder checks)	Yes	No
Expressway merges (with shoulder checks)	Yes	No

Module C PW page C-5

Slide C-13

Different Types of Simulators

- ▶ Interactive driving simulator
- ▶ Simulated driving
- ▶ Virtual reality

Module C PW page C-6 ANSTSE

Slide C-14

Interactive Driving Simulator

- ▶ Drivers directly control the movement of their vehicles.
- ▶ Events can be programmed to occur that can train or test a driver's ability to perform safely.

Module C PW page C-6 ANSTSE

Slide C-15

Interactive Driving Simulator

- ▶ Can measure driver performance and behavior with precision and reliability.
- ▶ Makes it possible to develop standardized scenarios with high-risk traffic situations.

Module C PW page C-6 ANSTSE

Slide C-16

Simulated Driving

- ▶ Visual media like videos and games that reproduce aspects of the driving experience and require the performance of tasks similar to real life driving.

Module C PW page C-6 ANSTSE

Slide C-17

Virtual Reality

- ▶ Simulates real or imaginary worlds through visual displays, sounds and sometimes tactile feedback.

Module C PW page C-6 ANSTSE

Slide C-18

Immersion

- ▶ The extent to which the driver's external sensory inputs are occupied with the driving task vs. any external distraction.
 - Example: A 180-degree visual configuration is more immersive than a single monitor desk-top simulator.

Module C PW page C-7 ANSTSE

Slide C-19

Presence

- ▶ The measure of the degree to which we feel we are in or part of an environment.
 - Immersion and presence are related but different. The difference is that immersion is the cause or the process and presence is the effect or the result.

Module C PW page C-7 ANSTSE

Slide C-20

Immersion and Presence

- ▶ Driving simulators that produce a more immersive environment, through more realistic and comprehensive sensory outputs, have a greater likelihood of producing the presence that is critical learning.

Module C PW page C-7 ANSTSE

Slide C-21

Guidelines to Ensure Students Know What to Expect

- ▶ Instructor must know and understand how to operate driving simulators.
- ▶ Instructors should organize the driving simulation lesson into an introduction, the actual driving simulation video and a good summary.
- ▶ Student orientation to equipment and assessment.
- ▶ Student orientation to instructional programs.
- ▶ Expectation of student performance in-vehicle.
- ▶ Evaluation of student performance in driving simulation.

Module C PW page C-8 ANSTSE

Slide C-22

Learning Activity

Activity #2: Driving Simulation Demo

Participate as a student in many driving simulation lessons.

Module C PW page C-8 ANSTSE

Slide C-23

Methods of Evaluating Students

- ▶ Based on instructor observation and computerized scoring system.
- ▶ Written or verbal testing based on the simulation.
- ▶ Commentary driving during the simulation.
- ▶ Simulation clips with response sheets.

Module C PW page C-9 ANSTSE

Slide C-24

Limitations of Driving Simulators


- ▶ Absence of kinetic feedback.
- ▶ Limited visual field
- ▶ Possible negative transfer of learning when errors or omissions are not identified and corrected.

Module C PW page C-9 ANSTSE

Slide C-25

Converting Simulation into BTW Hours


- ▶ Generally accepted time ratio is 4:1.
- ▶ Driving simulation can be used as a part of classroom instruction.
- ▶ Maximum two hours substitution time allowed.


Module C PW page C-9 

Slide C-26

Driving Ranges and Instruction

- ▶ Driving range – a defined roadway course closed to public traffic and allowing for the recreation of various basic driving scenarios.
- ▶ Driving range instruction – use of a closed course to instruct drivers.




Module C PW page C-10 

Slide C-27

Types of Driving Ranges

1. Dedicated, specially designed and built traffic mix facility.
2. Temporary, off-street exercise range that is most likely a parking lot.

Module C PW page C-10 

Slide C-28

Advantages of Driving Ranges

- ▶ Repetitive experiences in a controlled environment.
- ▶ More driving experience per hour of supervision/guidance.
- ▶ Individual student differences.
- ▶ A low risk in-vehicle experience.




Module C PW page C-10 

Slide C-29

Learning Activity

Activity #3: Advantages of the Driving Range

Discussion on the advantages of utilizing the driving range program as an enhancement to in-vehicle instruction.

Module C PW page C-10 

Slide C-30

Basic Equipment Needed to Operate a Driving Range

- ▶ Additional vehicles.
- ▶ Communication system.
- ▶ Vehicle identification.
- ▶ Storage.
- ▶ Signs, signals, markings, cones
- ▶ Control tower
- ▶ Vehicle remote controls for ignition and braking
- ▶ Skid pad or skid simulation equipment
- ▶ Landscaping for hills, various road chambers and surfaces



Module C PW page C-11 

Slide C-31

Other Driving Range Considerations

- ▶ Teaching stations protected from the elements.
- ▶ Safety considerations of the students, instructors, and of the vehicles.
- ▶ Types of basic skill exercises:
 - Starting and stopping
 - Lateral maneuvers
 - Traffic mix
 - Left/right turns
 - Vision/steering skills
 - Parking exercises
 - Passing lanes
 - Backing exercises
 - Various types of intersections

Module C ANSTSE

Slide C-32

Driving Range Safety Rules

- ▶ Avoid contact with the vehicle when giving directions.
- ▶ Stand well away from the vehicle.
- ▶ Do not approach the vehicle unless it is in neutral and the parking brake is set.
- ▶ Do not stand directly in front or in the rear of a vehicle.
- ▶ Be prepared to move at any time.

Module C ANSTSE

Slide C-33

Driving Range Safety Rules


- ▶ Always keep the driver in sight, and make sure that you stay where the driver can see you.
- ▶ If the driver cannot hear your directions, have them turn the engine off.
- ▶ Never allow the driver to do anything dangerous.
- ▶ Do not allow them to exit the vehicle without maintaining 3 points of contact on the vehicle.

Module C ANSTSE

Slide C-34

Converting Driving Range Time to BTW Time

- ▶ Generally accepted time ratio is 2:1 (two hours of range instruction is equivalent to one hour of on-street instruction).
- ▶ Maximum two hours substitution time allowed.



Module C ANSTSE

Slide C-35

Other Activities a Driving Range May be Used For

- ▶ Public driver improvement programs.
- ▶ Motorcycle operator courses.
- ▶ Private driver training.
- ▶ School functions.

Module C ANSTSE

Slide C-36

Summary of Program Enhancements

- ▶ Can add to the learning environment.
- ▶ Each enhancement has its strengths weaknesses.
- ▶ Some may have a high initial cost.
- ▶ May reduce instructional costs over time.

Module C ANSTSE

Slide C-37

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the role and use of driving simulators in behind-the-wheel-instruction.
 - Describe the role and use of driving ranges or off-street practice areas in behind-the-wheel-instruction.

Module C ANSTSE

PW page C-15

Slide C-38

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module C ANSTSE

PW page C-16

Slide C-39

Questions and Answers

- ▶ What are some of the advantages of incorporating range exercises into a driver education program?
- ▶ What are some of the driving simulators strong points?
- ▶ What is the purpose of driving simulation?

Module C ANSTSE

Slide C-40

Questions?

?

Module C ANSTSE

Part III Module C Quiz

You are required to complete the following quiz with a minimum of 80% accuracy. Either circle the best answer from the questions below or fill in the correct answer.

1. What can a driver simulator provide?
 - a. A real-world driving experience.
 - b. Kinetic feedback while using the simulator.
 - c. Judgement and decision-making abilities.

2. What is the purpose of driving simulation?
 - a. Learning in a protected environment.
 - b. To identify mistakes the driver is making and correct them.
 - c. To learn all the skills needed to drive safely on the roadway.

3. Which is **true** of driving ranges?
 - a. Allows for more driving experience per hour of supervision.
 - b. Does not allow for individual student differences.
 - c. Is a high-risk in-vehicle experience.

4. A dedicated driving range consists of:
 - a. A parking lot to conduct parking exercises and basic procedures.
 - b. An off-street exercise range.
 - c. Most elements found in an urban driving environment.

5. Which is **true** of program enhancements for driver education?
 - a. Do not have any weaknesses.
 - b. May reduce instructional costs over time.
 - c. Most have low initial cost.

6. What is one critical construct that is often neglected in understanding driving simulators?
 - a. Involvement
 - b. Immersion
 - c. Engagement

7. What is the generally accepted time ratio when converting simulation into behind-the-wheel driving hours?
 - a. 4:1
 - b. 4:2
 - c. 3:1

8. List 3 skills that can be built using driving simulators.

a.

b.

c.

9. List two advantages of a driving range.

a.

b.

10. What is the definition of a driving range?

SUPPLEMENTARY INFORMATION

THIS SECTION CONTAINS

1. Behind the Wheel Evaluation Forms

Behind-The Wheel Evaluation Form

Instructor Candidate _____ Date _____

Environment _____ Evaluator _____

Rate each statement with a number and total at the bottom:

4 = Very Good (exceeded expectations)

1 = Poor (review necessary)

3 = Average (met expectations)

0 = Failed (did not attempt)

2 = Below Average (attempted/did not meet expectations)

1. _____ Set up driver education vehicle correctly
2. _____ Checked indicated lights and horn at start of lesson
3. _____ Checked instructor-side brake at start of lesson
4. _____ Introduced lesson clearly and concisely
5. _____ Reviewed objectives with the student(s) at start of lesson

6. _____ Avoided distracting gestures and unnecessary words
7. _____ Demonstrated at least 1 maneuver. Technique: _____
8. _____ Broke a task down step-by-step for student(s): _____
9. _____ Provided proper coaching throughout lesson
10. _____ Allowed mistake(s) in safe situation(s) in lesson / with observer activity
11. _____ Identified student errors and calmly corrected them
12. _____ Included backseat student(s) in lesson / with observer activity

13. _____ Positioned to assume control of vehicle when in motion
14. _____ Used instructor-side brake correctly and appropriately
15. _____ Guided / controlled steering wheel correctly and appropriately
16. _____ Issued directions in proper order (where; what action)
17. _____ Issued directions in a timely manner
18. _____ Asked and answered all question clearly and accurately

19. _____ Involved student(s) in the evaluation of their performance
20. _____ Reviewed strong and weak points with student(s)
21. _____ Debriefed lesson with positives first and last
22. _____ Used a planned route appropriate to objectives of the lesson
23. _____ Reviewed and completed student record form: oral visual
24. _____ Completed the lesson in the identified time budget
25. _____ Showed patience, courtesy, and respect to all students

_____ Total Points: A = 100-90 B = 89-80 C = 79-70 D = 69-60
59 or below = repeat course

Comments/suggestions to improve instructor candidate's performance:

**OHIO DRIVER TRAINING QUALITY
IMPROVEMENT PROGRAM**

BTW INSTRUCTOR ASSESSMENT TOOL



John R. Sawyer, Consultant

May 2001

SUGGESTIONS FOR BTW INSTRUCTION

It is important to remember that the driver-training vehicle is a classroom and driver training is learning on display. You are constantly observed by others around you and judged by how your school presents itself. With these facts in mind, consider the following suggestions:

1. Driver training, perhaps more than any other learning experience, lends itself to providing for individualized learning differences. Instructors should take advantage of this close association with their students so as to do a better job of teaching.
2. Since students are accustomed to learning in large groups, this may be their first experience with one-on-one learning. Therefore, it is of prime importance for the instructor to put the student at ease.
3. Scheduling of students, especially in a private driving school, must be impartial and fair. Having a system for who will participate and in what order they will be called upon to drive will help to prevent criticism from students and parents.
4. Conversation in the training vehicle need not be limited to instruction only. Conversation can help to put the student at ease with their instructor. However, at no time should this conversation interfere with instruction.
5. Having one student and one instructor in the training vehicle at a time can be a benefit to the learning task. However, to prevent any damage to the driving school's reputation or the reputation of the instructor, careful steps should be taken to inform both the student and their parents of techniques that may be necessary to control the vehicle in the event an emergency occurs during BTW instruction. i.e. pushing the student's leg away from the throttle or grabbing their hand to regain control.
6. Never drive so slow as to impede traffic. Seek a less congested environment if the student isn't handling the present environment well. Failure to do this would be dangerous to not only the student and instructor's safety but also the safety of other highway users and damaging to the image of your school.

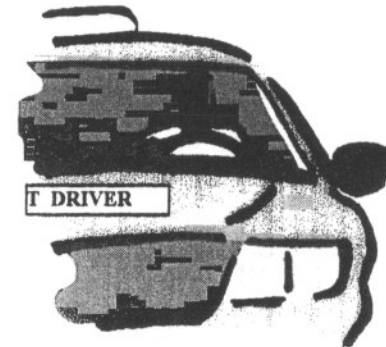
7. Passenger restraint systems should be used at all times and locking doors is also recommended. Students learn by example and the instructor should **never** be observed driving without a properly fastened restraint.
8. An instructor's schedule should always remain flexible enough to allow students to make up missed class time. Students very often do not keep appointments and your school's policy should be explained to them regarding missed lessons.
9. Again, public image of your school is important to your business. Instructors should not allow arms out the windows or any other unacceptable behavior to occur during the lessons. Also having a smoke with your underage student at the local McDonalds does not represent the school's image well.
10. Instructors should avoid harsh criticisms, loud tone of voice, and displays of anger. Mistakes should be corrected firmly but do so in a way that it won't alarm or upset the student. We as driver trainers are often complimented on our patience. Granted, it isn't always easy but it is necessary.

"Ten Words to Live By"

What are the magic ten words that work in every phase of human endeavor? Words that work whether we're talking about trying to impress a student behind the wheel or engage in any kind of activity. The first of these is **tact**. This is the oil of consideration which dispels friction. The second is **courtesy**. Graciousness in respecting the other person's dignity. Third, **friendliness**. This is the magic that warms people's hearts. Fourth, **gracious and intelligent respect for others**. Fifth, **enthusiasm**. This is the parent of everything good in history. Sixth, **cooperativeness**, the spirit which proves that teamwork does win. Seventh, **honesty**, with oneself and with others. Eighth, **poise**, because poise is the miraculous attribute in the human endeavor. Ninth, **personableness**, putting your best foot forward, smiling, looking your best, presenting and broadcasting wholesomeness, worthwhileness, and optimism. Finally, **imagination**, it endows the commonplace with luster. It is imagination which will translate the intangible into tangible, the abstract into the concrete, the impossible into a job well done.

Author: Unknown

BTW INSTRUCTOR ASSESSMENT TOOL



FIRST DRAFT

John R. Sawyer, Consultant

May 2001

PROCESS FOR COMPLETING A BTW ASSESSMENT

Pre-observation interview:

The first step in the process of doing an assessment is to conduct a pre-observation interview with the instructor. This gives the assessor and the instructor an opportunity to review materials and objectives of the lesson to be observed. The primary focus of this interview should be how the instructor has planned and organized the lesson and how the students' background influenced planning.

Class observation:

During the class observation the assessor should make any necessary notes and objectively rate the instructor's performance on the assessment tool. These notes and ratings will aid the assessor with conducting the post-observation interview and with recommendations for future improvements.

Post-observation interview:

During the post-observation interview the instructor should be given an opportunity to share with the assessor what they would have done differently and how they will adjust future instruction for the group/student taught. The instructor should be given an opportunity to review the entire assessment tool and to review the assessor's comments. At the end of the post-observation interview the instructor should sign-off on the assessment packet to show evidence that they had an opportunity to review the assessor's results.

Scoring: Scoring of the BTW assessment will be on a basis of *needs improvement, acceptable, or exemplary performance*. The most important segment of this BTW assessment will be the suggestions and comments of the assessor. These suggestions and comments should lead the instructor to improving their performance before the next scheduled assessment. What will be deemed acceptable performance will be up to the individual driving school's training manager and administration.

Instructor Assessment for Behind - the - wheel

Score each item	NI	A	E	List concerns and suggestions for improvement
1. Clearly states lesson objectives.				
2. Instructions to students are clear and concise.				
3. Exercises relate to real world skills for driving.				
4. Identifies student errors and coaches the student to improve their skills.				
5. At end of lesson provides feedback to student.				
6. Completes the performance sheet and has student sign as required.				
7. Communicates well with the student and/or parents about student's progress.				
8. Exhibits a professional appearance and demeanor.				
9. Checked student's permit and summarized how this lesson relates to previous instruction.				
10. Time management.				

Additional Comments:

Lesson topic: _____ **Instructor:** _____ **Date:** _____

Assessor Signature

Instructor Signature

Ohio Driver Training Quality Improvement Program

Instructor Assessment Tool

Final Draft - April 2001

John R. Sawyer, D.T. Consultant

Dr. Pietro J. Pascale: Researcher

Ryan S. Clapsadle: Editor

PROCESS FOR COMPLETING AN ASSESSMENT

Pre-observation interview:

The first step in the process of doing an assessment is to conduct a pre-observation interview with the instructor. This gives the assessor and the instructor an opportunity to review materials and objectives of the lesson to be observed. The primary focus of this interview should be how the instructor has planned and organized the lesson and how the students' background influenced planning.

Class observation:

During the class observation the assessor should make any necessary notes and objectively rate the instructor's performance on the assessment tool. These notes and ratings will aid the assessor with conducting the post-observation interview and with recommendations for future improvements.

Post-observation interview:

During the post-observation interview the instructor should be given an opportunity to share with the assessor what they would have done differently and how they will adjust future instruction for the group/student taught. The instructor should be given an opportunity to review the entire assessment tool and to review the assessor's comments. At the end of the post-observation interview the instructor should sign-off on the assessment packet to show evidence that they had an opportunity to review the assessor's results.

Scoring Averages:

Unacceptable range	1.0 – 1.5
Acceptable range	1.6 – 2.9
Norm	3.0 – 3.5
Above norm	3.6 - 4.5
Exemplary	4.5 – 5.0

Note: The final average score should be at least in the range of 1.6 to 3.0 for the first assessment of an instructor.

Motivation: Preparation and Structuring

	1	2	3	4	5	Score
1. Clearly stating goals and objectives.	Instructor does not clearly state learning goals and objectives	Intermediate score.	Instructor clearly states learning goals and objectives	Intermediate score.	Instructor clearly states goals and objectives and explains why they are important to the student	
2. Making the classroom environment conducive to learning	Instructor lets environment impede learning	Intermediate score.	Instructor provides a classroom environment not impeding learning	Intermediate score.	Instructor provides an environment which promotes learning. All students are accommodated.	
3. Relating subject matter to prior learning.	Instructor does not <u>explain</u> related subject matter to prior learning	Intermediate score.	Instructor relates subject matter to content of previous lesson	Intermediate score.	Instructor connects subject matter to previous lesson <u>and</u> to future lessons.	
4. Providing reasonable content and materials for the lesson.	Instructor chooses content and materials not related to goals of lesson.	Intermediate score.	Instructor chooses content and materials related to goals and appropriate for most students	Intermediate score.	Instructor chooses content <u>and</u> materials related to goals and appropriate for all students.	

Strengths/weaknesses:

Comments/evidence:

Total Score

Presenting the Lesson

	1	2	3	4	5	Score
1. Getting and maintaining rapport with students.	Instructor does not try to get rapport with students or instructor attempts are inappropriate e.g. jokes distracting mannerisms, etc.	Intermediate score.	Instructor maintains minimum level of rapport with students. Example: uses some eye contact and polite humor.	Intermediate score.	Instructor maintains rapport which continues throughout the lesson.	
2. Exhibiting mastery of the content being taught.	Instructor does not exhibit mastery of the content they are teaching	Intermediate score.	Instructor adequately exhibits mastery of the content being taught and uses correct terminology.	Intermediate score.	Instructor exhibits exceptional mastery of the content being taught and uses correct terminology.	
3. Including appropriate video/visual materials.	Instructor does not use videos/visuals appropriate for the lesson.	Intermediate score.	Instructor effectively uses videos/visuals appropriate for the lesson.	Intermediate score.	Instructor effectively uses visuals appropriate for the lesson and develops discussion around the videos.	
4. Managing classroom behavior of students.	Instructor shows little or no evidence of classroom control.	Intermediate score.	Instructor responds to disruptions and digressions or there is no inappropriate behavior.	Intermediate score.	Instructor responds to disruptions and digressions tactfully by deferring to future discussions or behavior is exemplary.	

Strengths/weaknesses:

Comments/evidence:

Total Score

Application: Coaching the Lesson

	1	2	3	4	5	Score
1. Encouraging students to apply what they have learned.	Instructor does not provide occasions for students to apply knowledge.	Intermediate score.	Instructor encourages students to participate in realistic learning activities e.g. use of open-ended questions.	Intermediate score.	Instructor uses activities and poses problems and exercises which require a higher level of learning.	
2. Providing hands on exercises for students.	Instructor does not provide opportunities for hands on exercises or they are inappropriate for student background and skill level.	Intermediate score.	Instructor provides for hands on exercises appropriate for most students.	Intermediate score.	Instructor provides for hands on exercises appropriate for <i>all</i> students and activities relate to a real world problem.	
3. Monitoring student comprehension of content and providing feedback to students.	Instructor makes little or no attempt to decide if students comprehend or instructor provides no feedback.	Intermediate score.	Instructor monitors student comprehension <i>and</i> instructor gives feedback.	Intermediate score.	Instructor monitors student comprehension through a variety of questioning techniques <i>and</i> instructor gives specific feedback.	
4. Assigning student activities which relate to the lesson objectives.	Instructor does not assign appropriate student activities which relate to lesson objectives.	Intermediate score.	Instructor assigns student activities somewhat related to lesson objectives.	Intermediate score.	Instructor assigns appropriate student activities closely related to lesson objectives.	

Strengths/weaknesses:

Comments/evidence:

Total Score

Evaluating the Lesson

	1	2	3	4	5	Score
1. Evaluating whether stated objectives are met.	Instructor does not assess whether objectives are met or instructor uses evaluation inappropriate for students.	Intermediate score.	Instructor assesses whether objectives are met and the assessment is appropriate for students.	Intermediate score.	Instructor assesses whether or not students meet objectives. The assessment is ongoing and appropriate for all students.	
2. Communicating evaluation results to students.	Instructor does not communicate evaluation results to students in an appropriate manner.	Intermediate score.	Instructor adequately communicates evaluation results to students in a timely manner.	Intermediate score.	Instructor adequately communicates evaluation results to students in a timely manner and offers constructive criticism as appropriate.	
3. Varying of methods used to assess whether lesson goals and objectives were met.	Instructor does not vary the methods of assessing student achievement of lesson goals and objectives.	Intermediate score.	Instructor does vary the methods of assessing student achievement of lesson goals and objectives.	Intermediate score.	Instructor varies methods of assessment and attempts to reteach goals or objectives not attained during the lesson.	
4. Adjusting learning activities to enhance student understanding.	Instructor does not adequately adjust learning activities to enhance student understanding	Intermediate score.	Instructor adequately adjusts learning activities to enhance student understanding	Intermediate score.	.Instructor adjusts learning activities to enhance student understanding and relates adjustments to lesson objectives	

Strengths/weaknesses:

Comments/evidence:

Total Score

TALLY SHEET

Add the scores for each section and record the total from each sheet below.

Part 1: Motivation
Points earned _____

Part 2: Presentation
Points earned _____

Part 3: Application
Points earned _____

Part 4: Evaluation
Points earned _____

Total points earned _____

Average for all sections _____

Assessor Signature _____

Instructor Signature _____

Date _____

Assessor _____

Instructor _____

Lesson _____

What can the instructor do to improve the instruction? _____

What can management do to facilitate the improvements?

Reference code to State curriculum: _____

(Chapter/ pg. numbers)