**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**  **Show**  **Note** | **H:\01-Projects\02-AAMVA Projects\CDL Examiner Update Course\Lesson Plans\Clocks\5 min sec.png**  **Module Overview**  Slides A-1 through A-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   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.   1. This module will cover two topics:  * Online driver education. * Virtual classroom.  1. 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.  1. During the module, you will be required to participate in group discussion and activities. 2. 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. 3. This module will last approximately 45 minutes. 4. 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** | **H:\01-Projects\02-AAMVA Projects\CDL Examiner Update Course\Lesson Plans\Clocks\20 min sec.png**  **Section 1: Online Driver Education** |
| **Discuss**  **Show**  **Activity**  **Show**  **Activity**  **Show** | **The instructor’s role in online driver education.**  Slides A-5 through A-6  **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.  Slide A-7  **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.  Slide A-8 |
| **Discuss**  **Show** | **How to prepare for your online course.**  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**  **Show**  **Activity**  **Show**  **Activity**  **Show** | **How to design your online course.**  Slides A-10 through A-11  **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.  Slide A-12  **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.  Slide A-13 |
| **Discuss**  **Show** | **How to teach your online course.**  Slide A-14 |
| **Section Summary** | H:\01-Projects\07- NHTSA Cooperative Agreement\Project Order 04 - Teacher Training and Online Standards\Teaching and Learning Theory Curriculum\Clocks\25 min elapsed.pngGive a brief summary of Section 1. Ask a few short questions before proceeding onto the next section. |

|  |  |
| --- | --- |
| 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** | **H:\01-Projects\02-AAMVA Projects\CDL Examiner Update Course\Lesson Plans\Clocks\15 min sec.png**  **Section 2: Virtual Classroom** |
| **Discuss**  **Show** | **Utilizing a Virtual Classroom.**  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**  **Show** | **Activity #5: Experience Participating in a Virtual Classroom**  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** | H:\01-Projects\07- NHTSA Cooperative Agreement\Project Order 04 - Teacher Training and Online Standards\Teaching and Learning Theory Curriculum\Clocks\40 min elapsed.pngGive a brief summary of Section 2. Ask a few short questions before proceeding onto the next section. |

|  |  |
| --- | --- |
| 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**  **Summarize**  **Show**  **Key Words** | **H:\01-Projects\02-AAMVA Projects\CDL Examiner Update Course\Lesson Plans\Clocks\5 min sec.png**  Summarize the purpose of the module “Online Driver Education and Virtual Classroom.”    The module objectives.  The information presented in the module.  Slides A-19 through A-22  The following “Key Words” were introduced in this module. | | |
|  | Online driver education | Virtual driver education instruction | Synchronous |
|  | Asynchronous |  |  |
| **Activity**  **Questions and Answers**  **Quiz**  **Review**  **Note** | Conduct Module Review Activity: Key Words Matchup.  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?     Administer quiz on Part II Addendum – Module A.  Score and review quiz with students. If a quiz needs retaken have the IC retake the quiz the next day with different correct answers.  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**  **Review** | Provide IC’s with a summary sheet as a review of the module.  Module highlights with IC’s. |

|  |  |
| --- | --- |
| 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. |

THIS PAGE INTENTIONALLY LEFT BLANK