

# 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](http://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
<b>Both Classroom and BTW Instructor</b>	
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.

<b>MODULE/LESSON</b>	<b>TITLE</b>	<b>NUMBER OF VISUALS</b>
<b>PART I</b>		
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

<b>MODULE/LESSON</b>	<b>TITLE</b>	<b>NUMBER OF VISUALS</b>
<b>PART II</b>		
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

<b>MODULE/LESSON</b>	<b>TITLE</b>	<b>NUMBER OF VISUALS</b>
<b>PART III</b>		
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](http://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	<b>Module 1</b> – Course Introduction and Overview (1 hour)
9:00 - 11:30 am	<b>Module 2</b> – Fundamental Concepts of Learning (2.5 hours)
11:30 - 12:30 pm	Lunch
12:30 - 2:45 pm	<b>Module 3</b> – Fundamental Concepts of Teaching (2.25 hours)
3:00 - 5:00 pm	<b>Module 4</b> – 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	<b>Module 4</b> – How to Use Lesson Plans and Curricula (Continued)
8:30 - 11:00 am	<b>Module 5</b> – Questioning Techniques (2.5 hours)
11:15 - Noon	<b>Module 6</b> – Professional Responsibility and Accountability (2 hours)
Noon - 1:00 pm	Lunch
1:00 - 2:15 pm	<b>Module 6</b> – Professional Responsibility and Accountability (Continued)
2:15 - 3:45 pm	<b>Module 7</b> – Sexual Harassment and Liability Protection (1 hour 30 minutes)
3:45 - 4:15 pm	<b>Module 8</b> – Classroom Course Wrap-Up (30 minutes)
4:15 - 5:15 pm	<b>Module 9</b> – 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	<b>Orientation</b> – Course Introduction and Overview (30 minutes)
8:30 - 10:00 am	<b>Module 1</b> – Preparing to Teach and Overview of Teaching Assignments (1.5 hours)
10:15 - Noon	<b>Module 2</b> – Classroom Management (2 hours)
Noon - 1:00 pm	Lunch
1:00 - 1:15pm	<b>Module 2</b> – Classroom Management (Continued)
1:15 - 2:30 pm	<b>Module 3</b> – Student Assessment and Evaluation (1 hour 20 minutes)
2:45 - 4:15 pm	<b>Module 4</b> – 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	<b>Module 5</b> – Peer Teaching Presentation (5-10 minute introduction /summary presentation) (2 hours)
10:15 - Noon	<b>Module 5</b> – Peer Teaching Presentations (two 20-30 minute presentations) (10 hours)
Noon - 1:00 pm	Lunch
1:00 - 3:30 pm	<b>Module 5</b> – Peer Teaching Presentations – Continued
3:45 - 5:00 pm	<b>Module 5</b> – Peer Teaching Presentations – Continued

*Note: Includes Breaks*

### Day 3

<u>TIME</u>	<u>ACTIVITY</u>
8:00 - 10:00 am	<b>Module 5</b> – Peer Teaching Presentations – Continued
10:15 - Noon	<b>Module 5</b> – Peer Teaching Presentations – Continued
Noon - 1:00 pm	Lunch
1:00 - 1:45 pm	<b>Module 5</b> – Peer Teaching Presentations – Continued
2:00 - 2:30 pm	<b>Module 6</b> – Classroom Course Wrap-Up (30 minutes)
2:30 - 3:30 pm	<b>Module 7</b> – Classroom Teaching and Learning Theory K-Test (1 hour)
3:45 - 4:30 pm	<b>Part II Addendum Module A</b> – Online Driver Education and Virtual Classroom – (45 minutes) – optional
4:30 - 5:00 pm	<b>Part III Addendum Module B</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	<b>Orientation</b> – Course Introduction and Overview (30 minutes)
8:30 - 9:30 am	<b>Module 1</b> – Lesson Plans for In-Car Instruction – Classroom (2 hours)
9:45 - 10:45 am	<b>Module 1</b> – Lesson Plans for In-Car Instruction – Classroom (Continued)
10:45 - Noon	<b>Module 1</b> – Lesson Plans for In-Car Instruction – BTW (3 hours)
Noon - 1:00 pm	Lunch
1:00 - 2:45 pm	<b>Module 1</b> – Lesson Plans for In-Car Instruction – BTW (Continued)
3:00 - 5:00 pm	<b>Module 2</b> – 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	<b>Module 2</b> – Managing the Mobile Classroom – BTW (2 hours)
10:30 - Noon	<b>Module 3</b> – In-Car Teaching Techniques (Coaching and Correcting) – Classroom (3 hours)
Noon - 1:00 pm	Lunch
1:00 - 2:30 pm	<b>Module 3</b> – In-Car Teaching Techniques (Coaching and Correcting) – Classroom (Continued)
2:30 - 5:00 pm	<b>Module 4</b> – 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	<b>Module 3</b> In-Car Teaching Techniques and <b>Module 4</b> Driver Evaluation– BTW (1 hour 45 minutes)
10:15 - 11:15 am	<b>Module 5</b> – Command and Control of the Mobile Class – Classroom (1 hour)
11:15 - Noon	<b>Module 5</b> – Command and Control of the Mobile Class – BTW (1.5 hours)
Noon - 1:00 pm	Lunch
1:00 - 1:45 pm	<b>Module 5</b> – Command and Control of the Mobile Class – BTW Continued
1:45 - 2:45 pm	<b>Module 6</b> – Putting it All Together and Practice Teaching – Classroom (1 hour)
3:00 - 5:00 pm	<b>Module 6</b> – 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	<b>Module 6</b> – Putting it All Together and Practice Teaching – BTW continued
Noon - 1:00 pm	Lunch
1:00 - 5:00 pm	<b>Module 7</b> – 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	<b>Module 7</b> – Peer Teaching Driving Route Demonstrations BTW continued
10:00 - 11:00 am	<b>Module 8</b> – Coordination Between BTW Instruction and Classroom – Classroom (1 hour if not already conducted in Part II)
11:00 - Noon	<b>Module 9</b> – On-Board Technologies (1 hour)
Noon - 1:00 pm	Lunch
1:00 - 1:45 pm	<b>Module 10</b> – BTW Teaching and Learning Theory Course Wrap-Up (45 minutes)
2:00 - 3:30 pm	<b>Module 11</b> – BTW Teaching and Learning Theory Knowledge Test (1 hour)
3:30 - 5:00	<b>Part III Addendum Module C</b> – 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 1<sup>st</sup> 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

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## 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	<b>Module 1</b> – Course Introduction and Overview (1 hour)
9:00 - 11:30 am	<b>Module 2</b> – Fundamental Concepts of Learning (2.5 hours)
11:30 - 12:30 pm	Lunch
12:30 - 2:45 pm	<b>Module 3</b> – Fundamental Concepts of Teaching (2.25 hours)
3:00 - 5:00 pm	<b>Module 4</b> – 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	<b>Module 4</b> – How to Use Lesson Plans and Curricula (Continued)
8:30 - 11:00 am	<b>Module 5</b> – Questioning Techniques (2.5 hours)
11:15 - Noon	<b>Module 6</b> – Professional Responsibility and Accountability (2 hours)
Noon - 1:00 pm	Lunch
1:00 - 2:15 pm	<b>Module 6</b> – Professional Responsibility and Accountability (Continued)
2:15 - 3:45 pm	<b>Module 7</b> – Sexual Harassment and Liability Protection (1 hour 30 minutes)
3:45 - 4:15 pm	<b>Module 8</b> – Classroom Course Wrap-Up (30 minutes)
4:15 - 5:15 pm	<b>Module 9</b> – 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

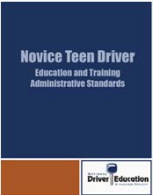
- ▶ Late 1970s/Early 1980s – Dekalb Study used to determine the effectiveness of driver education.
  - Found no effects or negative effects.
  - Resulted in early licensure.
- ▶ Since study has been a decline in high school driver education.
- ▶ Last decade major changes in how driver education is offered.

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.

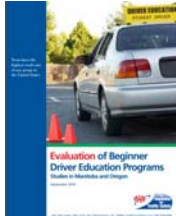


Module 1 PW page 1-6

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

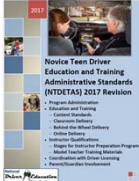
- ▶ NHTSA offers state assessments of driver education programs based on the Standards.
- ▶ At a state’s request NHTSA will send a team of experts to analyze and make recommendations to improve the driver education program.
- ▶ Off-site or on-site technical assistance is available, at no cost, to States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

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## 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.



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# Instructor Notes

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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.

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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.

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# Module Overview

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## 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.

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## 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

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**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

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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

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



Section Time

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**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.

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**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?

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

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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

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Discuss **Senses used in learning.**

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

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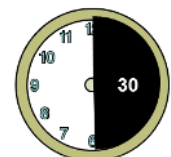
Activity **Activity #2: Senses Used in Learning**

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?

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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.

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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.

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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?

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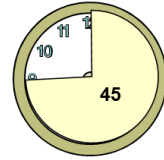
Section 1  
Summary

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

# Instructor Notes

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**Introduce**      **Section 2: Learning Preferences**



Section Time

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**Discuss**      **Types of learning preferences.**

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

**Ask**      **What is your learning preference?**

# Section 2: Learning Preference

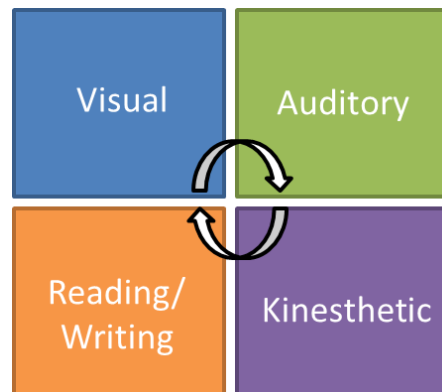
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Introduction      Section 2 will cover the types of learning preferences and the learner's job.

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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

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**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.

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**Discuss**      **The learner’s job.**

**Show**          **Slide 2-19**

## Section 2: Learning Preferences

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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

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**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

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## **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

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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

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2. Visual

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3. Kinesthetic

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4. Reading/Writing

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Section 2  
Summary

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

# Instructor Notes

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**Introduce**      **Section 3: Domains of Learning**



Section Time

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**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

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

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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

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**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

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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

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

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**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.

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**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

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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:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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Section 3  
Summary

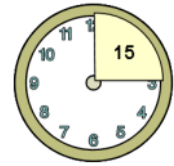
This section covered the domains of learning and how virtually every job requires learning in all three domains as well as how active involvement of as many senses as possible is essential to maximize learning achievement and how people differ in the way they learn.

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# Instructor Notes

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



Section Time

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**Discuss**      **Typical characteristics of teenage learners.**

**Show**      **Slide 2-29**

## Section 4: Characteristics of Teenage Learners

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

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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

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

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

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**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

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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.

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Section 4  
Summary

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

# Instructor Notes

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



Section Time

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

**Show**      **Slide 2-32**

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**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

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

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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

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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.

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## Instructor Notes

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**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

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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

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**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

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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

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**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.

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

**Show**      **Slide 2-41**

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**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

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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.

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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?"

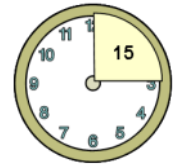
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Section 5  
Summary

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

# Instructor Notes

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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

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## 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

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## 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

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## Module Review Activity    **Key Words Matchup**

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

<b>A.</b> Learning	<b>B.</b> Knowledge	<b>C.</b> Attitudes
<b>D.</b> Learning Preference	<b>E.</b> Skills	<b>F.</b> Motivation
<b>G.</b> Presentation	<b>H.</b> Application	<b>I.</b> 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

---

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

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.

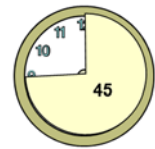
Follow your master instructor's directions for the rest of this activity.

# 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.

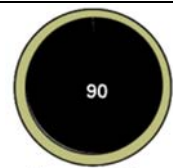
Answer Key

**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

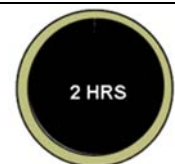
---

**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.

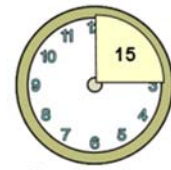
*The worst thing about a bore is not that he won't stop talking, but that he won't let you stop listening. - Unknown*

---

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.

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

---

<b>Summary Sheet</b>	Provide IC's with a summary sheet as a review of the module.
<b>Review</b>	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

---

<b>Summary Sheet</b>	Provide instructor candidates with a summary sheet as a review of the module – continue
<b>Review</b>	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 

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 

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 

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 

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 

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 

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.



# Module Contents

<b>Module Overview</b> .....	<b>4-2</b>
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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**

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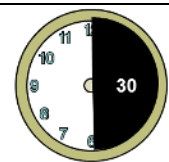
**Activity**      **Activity #2: Utilizing a Lesson Plan**

**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.

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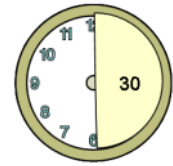
Section 2  
Summary

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

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

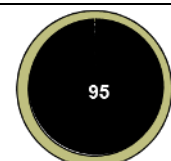
**Show**      **Slide 4-23**

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

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## 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.

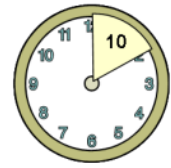
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# Instructor Notes

---

**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?

\_\_\_\_\_

\_\_\_\_\_

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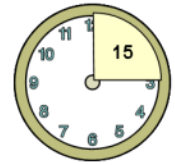
Section 8  
Summary

Section 8 covered how to summarize the lesson.

# Instructor Notes

---

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



Section Time

**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

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**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.

<b>A.</b> Lesson plan	<b>B.</b> Introduction	<b>C.</b> Presentation
<b>D.</b> Summary	<b>E.</b> Quick studies	<b>F.</b> 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

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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

ANSTSE

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.

Module 4 PW page 4-2 ANSTSE

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.

Module 4 PW page 4-2 ANSTSE

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.

Module 4 PW page 4-2 ANSTSE

Slide 4-5

**? Question**

## What are Lesson Plans?

Module 4 PW page 4-4 ANSTSE

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.

Module 4 PW page 4-4 ANSTSE

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

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## 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.

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# Instructor Notes

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## 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:

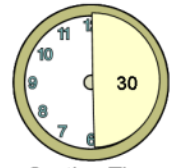
You will learn the following key words and their meaning as you proceed through this module:

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.**

---

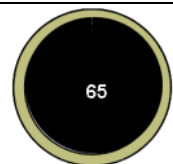
**Activity**      **Activity #3: Overhead/Directed Questions**

**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.

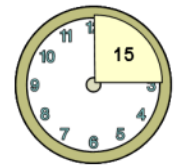
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Section 8  
Summary

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.

<b>A.</b> Overhead/ undirected question	<b>B.</b> Pre-directed question	<b>C.</b> Overhead/ directed question
<b>D.</b> Deflecting questions	<b>E.</b> Deferring questions	<b>F.</b> 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 ANSTSE

Slide 5-14

? Question

## Undirected/Jump Ball Question

Module 5 PW page 5-5 ANSTSE

Slide 5-15

## Overhead/Undirected Questions

<b>Description</b>	<b>A question thrown out to the entire class, anyone can jump to answer it.</b>
<b>Advantages</b>	<ul style="list-style-type: none"> <li>• Identifies students who will freely respond.</li> <li>• Forces everyone to be thinking.</li> </ul>
<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>• Anyone who doesn't want to respond can remain silent.</li> <li>• Class can be dominated by those who respond quickly or loudly.</li> </ul>

Module 5 PW page 5-5 and 5-6 ANSTSE

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 ANSTSE

Slide 5-17

? Question

## Pre-Directed Question

Module 5 PW page 5-7 ANSTSE

Slide 5-18

## Pre-directed Questions

<b>Description</b>	<b>A question directed to one student.</b>
<b>Advantages</b>	<ul style="list-style-type: none"> <li>• Ensures every student participates.</li> <li>• Used to evaluate a specific student.</li> <li>• Can gain attention from a student who is not attentive.</li> </ul>
<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>• Everyone else can ignore the question.</li> <li>• Can be intimidating.</li> <li>• Can create a tense learning environment.</li> </ul>

Module 5 PW page 5-7 ANSTSE

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"> <li>• Instructor can control who is participating.</li> <li>• All students are motivated to think about each question.</li> </ul>
Disadvantages	<ul style="list-style-type: none"> <li>• During the pause between posing the question and calling on a student, overly eager students might answer.</li> </ul>

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"> <li>• Helps to create a discussion.</li> <li>• Requires a higher level of the thought process.</li> <li>• Guides students to discovery of the answer.</li> </ul>
Disadvantages	<ul style="list-style-type: none"> <li>• Continued use will take too much time and can also confuse the students.</li> <li>• Instructors may sometimes give up too early and answer the questions themselves.</li> </ul>

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 

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 

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 

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

<b>Module Overview</b> .....	<b>6-2</b>
<b>Section 1: Professional Dress and Demeanor</b> .....	<b>6-3</b>
<b>Section 2: Human and Community Relations</b> .....	<b>6-4</b>
Activity #1: Do's and Don'ts of Teaching .....	6-5
<b>Section 3: Maintaining and Improving Professional Abilities</b> .....	<b>6-7</b>
<b>Section 4: Driver Education Instructor Code of Ethics</b> .....	<b>6-9</b>
Activity #2: Code of Ethics .....	6-10
<b>Module Summary</b> .....	<b>6-11</b>
Module Review Activity .....	6-12
<b>Summary Sheet</b> .....	<b>6-13</b>

# 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.

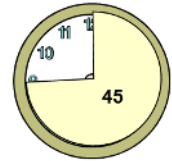
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# Instructor Notes

---

**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

<b>Do's of Teaching</b>	<b>Don'ts of Teaching</b>
<ul style="list-style-type: none"><li>• Do identify yourself by name.</li><li>• Do appear with a smile, even if you don't feel that way.</li><li>• Do be positive in your approach.</li><li>• Do emphasize good points before concentrating on bad ones.</li><li>• Do keep your control.</li><li>• Do keep your tone of voice cordial.</li><li>• Do show consideration for the students' needs.</li></ul>	<ul style="list-style-type: none"><li>• Do Not act with bias or prejudice.</li><li>• Do Not appear to take a student's problem lightly.</li><li>• Do Not take a defensive position.</li><li>• Do Not chew gum while teaching.</li><li>• Do Not breathe in the student's face.</li><li>• Do Not act in a demeaning manner.</li><li>• Do Not act in an authoritarian manner.</li><li>• Do Not appear disinterested or preoccupied.</li><li>• Do Not use personal electronic devices when teaching.</li></ul>

## 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.

---

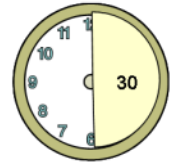
Section 3  
Summary

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

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- 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.

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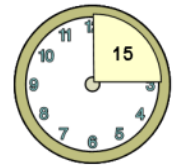
Section 4  
Summary

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

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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

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## **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.

<b>A.</b> Code of ethics	<b>B.</b> Habits	<b>C.</b> Impressions
<b>D.</b> Personal hygiene	<b>E.</b> Professional organizations	<b>F.</b> 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

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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



## Purpose of the Module

Slide 6-2


- ▶ The purpose of the Module is to help you gain an understanding of the professional responsibility you have as a driver education instructor.



## Module Sections

Slide 6-3


- ▶ 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.



## Module Objectives

Slide 6-4

- ▶ 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?



## First Impressions

Slide 6-6

- ▶ 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 

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 

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 

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 

Slide 6-29

Learning Activity

## Module Review Activity: Key Words Matchup


Complete the Activity in the Participant Workbook.

Module 6 PW page 6-12 

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 

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

**Module Overview** ..... 7-2

**Section 1: Sexual Harassment** ..... 7-3

**Section 2: Liability Protection** ..... 7-6

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**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

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**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.

<b>A.</b> Sexual harassment	<b>B.</b> Liability	<b>C.</b> Tort
<b>D.</b> Feasance	<b>E.</b> Malfeasance	<b>F.</b> Misfeasance
<b>G.</b> 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 

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 

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 

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 

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 

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 

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:

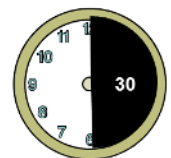
- Investigating new developments in the field of driver education,
- Participating in appropriate professional organizations and meetings, in-service training and reading professional and related literature.
- Engaging in a personal professional improvement program, participate in and support appropriate 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**



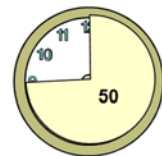
Section Time

---

**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.

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Section 1 Summary      This section covered what to expect from the Fundamental Concepts of Teaching and Learning Knowledge Test.

## Instructor Notes

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**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

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**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

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**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

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## 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

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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 learner get into a state of readiness is:
- Motivation.
  - Overview.
  - Application.
12. The learning domain associated with skill development is:
- Cognitive domain
  - Affective Domain
  - Psychomotor Domain.
13. Teens learn best when the instructor:
- Uses lecture
  - Gets them engaged in the information
  - Permits their peers to critique them
14. The more senses involved in learning:
- The more time it takes to teach the learning objectives
  - The less complete and efficient the learning experience
  - The more complete and efficient the learning experience
15. The role of the instructor during the application step of the teaching learning model is:
- To do a step by step demonstration of the activity to be learned
  - Explain the facts and concepts that must be learned
  - Get the learners involved, practicing and doing what they need to learn
16. The evaluation step of the teaching and learning model should:
- Be conducted at end of each unit through a written test
  - Be included throughout each session
  - 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:** \_\_\_\_\_

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