



2017 Driver Education Teacher Training

Teaching and Learning Theory Curriculum

Part I – Fundamental Concepts of Teaching and Learning Course

Part II – Classroom Teaching and Learning Theories Course

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



Participant Workbook

Developed By:

The Association of National Stakeholders in Traffic Safety
Education

ANSTSE

Part I: Fundamental Concepts of Teaching and Learning Course



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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



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- Instructor Candidate Introductions 1-2
- Ground Rules 1-3
- Welcome and Purpose of the Course..... 1-4
- History of Driver Education..... 1-5
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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.

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.

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.

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.

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.

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.

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.

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

Module Summary

Module Summary

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

This module covered four topics:

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

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

Transition

The next module will cover the fundamental concepts of learning.

Module 2

Fundamental Concepts of Learning



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Module Overview

Module Overview

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

Key Words:

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

Learning	Knowledge	Attitudes
Learning Preference	Skills	Motivation
Presentation	Application	Evaluation

Activity #1: Learning Preferences

Activity

Activity #1: Learning Assessment

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

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

Section 1: What is Learning?

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

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

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

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

Key elements of learning Learning involves the modification of behavior.

Learning occurs when:

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

1. Behavior

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

2. Purposeful sensory activities

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

3. Senses

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

Section 1: What is Learning?

Senses used in learning

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

Activity

Activity #2: Senses Used in Learning

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

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

Section 1
Summary

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

Section 2: Learning Preference

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

Types of learning preferences

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



Section 2: Learning Preferences

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

Activity **Activity #3 Determining Learning Preferences**

Follow activity with your master instructor.

The learners
job

The learners job is to:

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

Section 2: Learning Preferences

Activity

Activity #4: Using the Four Learning Preferences

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

1. Auditory

2. Visual

3. Kinesthetic

4. Reading/Writing

Section 2
Summary

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

Section 3: Domains of Learning

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

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

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

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

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

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

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

Instructors in general require learning in all three domains.

Section 3: Domains of Learning

The domains of learning – continued

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

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

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

Section 3: Domains of Learning

The domains of learning – continued

Summary of Learning Domains

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

Activity

Activity #5: Domains of Learning

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

1. **Cognitive:** _____

2. **Affective:** _____

3. **Psychomotor:** _____

Section 3 Summary

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

Section 4: Characteristics of Teenage Learners

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

Typical characteristics of teenage learners

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

Section 4: Characteristics of Teenage Learners

How to apply characteristics of teens to the classroom

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

Section 4
Summary

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

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

Introduction

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

The four-step process of teaching and learning

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

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

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

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

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

Key points concerning motivation:

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

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

The second step of teaching and learning - Presentation

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

Key points concerning presentation:

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

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

The third step of teaching and learning - Application

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

Key points concerning application.

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

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

The fourth step of teaching and learning - Evaluation

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

Key points concerning evaluation.

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

The learner's perspective

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

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

Section 5 Summary

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

Module Summary

Module Summary

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

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

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

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

Key Words

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

Learning	Knowledge	Attitudes
Learning Preference	Skills	Motivation
Presentation	Application	Evaluation

Module Review Activity

Module Review Activity **Key Words Matchup**

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

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

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

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

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.

Module 3

Fundamental Concepts of Teaching



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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

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.

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.

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.

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.

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.

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

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

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.

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.

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.

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.

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.

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

Module Review Activity

Module Review Activity **Key Words Matchup**

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

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

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

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.

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.

Module 4

How to Use Lesson Plans and Curricula



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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.

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

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?

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!**

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.

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.

Section 2: Lesson Plan Organization

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

2. Presentation:

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

3. Application:

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

4. Evaluation:

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

Section 2
Summary

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

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.

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

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.

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

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.

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.

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.

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.

Section 8: Guidelines for Summarizing the Lesson

Activity

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

Write in the correct answer for each question.

1. The purpose of the motivation step: _____

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

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

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

5. What is the purpose of summarizing the lesson?

Section 8
Summary

Section 8 covered how to summarize the lesson.

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

Module Review Activity

Module Review Activity **Key Words Matchup**

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

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

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

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.

Summary Sheet

Summary Sheet – continued

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

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

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

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

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

Module 5

Questioning Techniques



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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

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

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.

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.

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.

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.

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.

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.

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.

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

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.

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.

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?

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.

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.

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.

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.

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.

Section 8: Answering Students' Questions

How to answer student's questions – continued

8. Never try to answer a question you don't know the answer to. If you don't know the answer, just say so.
 - The instructor will not know the answer to every question asked.
 - Use your resources (i.e. vehicle code, drivers manual, textbook, instructor's guide)
 - Do not attempt to answer the question thereby giving incorrect information. Credibility is lost by trainers who struggle to answer a question they don't know.
 - Simply tell them that you do not know the answer and that you will get back to them with the correct answer.
 - Do not ask if any students know the answer. You cannot be assured that their answer is going to be correct.

9. Always allow time for students to ask clarifying questions.

10. Q&A sessions can be frightening.
 - Prepare in advance. Knowing the content is your best defense.
 - Knowing how to handle Q&As well is your 2nd best defense.

Section 8
Summary

This section covered how to handle students' questions and what to do if you do not know the answer to a question.

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

Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Overhead/ undirected question	B. Pre-directed question	C. Overhead/ directed question
D. Deflecting questions	E. Deferring questions	F. Inquiry questions

1. _____ If a student does not know the answer to a question and the instructor asks if anyone can help them.
2. _____ A question thrown out to the entire class and the instructor picks out a particular student to answer.
3. _____ If a student asks a question about content that will be covered later in the course.
4. _____ A question thrown out to the entire class, anyone can answer it.
5. _____ A particular student is selected before the question is posed.
6. _____ A style of questioning technique used to lead the students to the answer.

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.

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.

Module 6

Professional Responsibility and Accountability



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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

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.

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.

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

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.

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.

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 .

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.

Section 4: Driver Education Instructor Code of Ethics

Driver Education Instructor Code of Ethics Your instructor will discuss your driver education code of ethics.

Activity #2

Activity #2: Code of Ethics

Read your state's code of ethics and be ready to explain why it is a needed resource.

Section 4
Summary

This section covered the purpose and importance of a professional code of ethics as a driver education instructor.

As a professional driver education instructor you will be expected to abide by the code of ethics.

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

Module Review Activity

Module Review Activity Key Words Matchup

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

A. Code of ethics	B. Habits	C. Impressions
D. Personal hygiene	E. Professional organizations	F. Professionalism

1. _____ The way someone perceives you the first time they meet you.
2. _____ A system of principles, rules, values and commitments, including a moral philosophy governing an individual or group.
3. _____ Seeks to further the profession and the interests of the driver education instructor and the public interest.
4. _____ The skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well.
5. _____ Impacts the way the students and the public perceives you and can lead to uncomfortable situations if not complied with.
6. _____ A particular practice, custom or usage that has become almost involuntary as a result of frequent repetition.

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.

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.

Module 7

Sexual Harassment and Liability Protection



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Section 2: Liability Protection 7-6

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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		

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
-

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.”

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.

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.

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.

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

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

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

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.

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		

Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Sexual harassment	B. Liability	C. Tort
D. Feasance	E. Malfeasance	F. Misfeasance
G. Non-feasance		

1. _____ Legal responsibility for one's acts or omissions.
2. _____ Carrying out of lawful obligations.
3. _____ The performance of an illegal act as defined by law, regulation, standard, guideline, professional practice, or procedure.
4. _____ Any unwanted attention of a sexual nature that creates discomfort and/or interferes with the learning environment.
5. _____ A civil wrong or wrongful act, whether intentional or accidental, from which injury occurs to another,
6. _____ The improper or illegal performance of a legal act as defined by law, regulation, standard, guideline, professional practice, or procedure.
7. _____ Failure to perform a legal act that should be performed as defined by law, regulation, standard, guideline, professional practice, or procedure.

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.

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.

Module 8

**Fundamental Concepts of
Teaching and Learning Course
Wrap-Up**



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

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.

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.

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.

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.

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.

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.

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.

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.

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

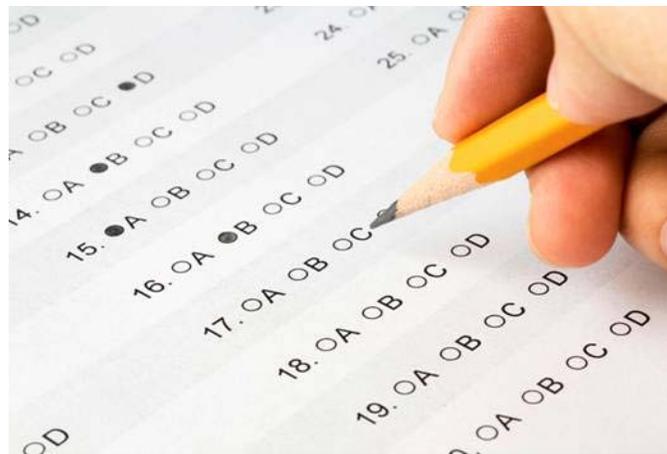
Liability means legal responsibility for one's acts or omissions.

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?

Module 9

Fundamental Concepts of Teaching and Learning Knowledge Test



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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.

Section 1: The Fundamental Concepts of Teaching and Learning Knowledge Test

Introduction Section 1 will cover what to expect from the Fundamental Concepts of Teaching and Learning Knowledge Test.

The Fundamental Concepts of Teaching and Learning knowledge test

1. Consists of 30 multiple choice questions.
2. There are three alternatives for each question (a, b and c).
3. Pick the response that best answers the question.
4. You must pass with a score of 80% or higher to complete the Fundamental Concepts of Teaching and Learning Course.
5. You have one hour to complete the test.
6. When finished remain in the room, your instructor will collect the test and answer sheet.

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

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Module Summary

Module Summary

The purpose of this module was to provide you with a clear understanding of the requirement that driver education instructors successfully complete the required examination upon completion of the Fundamental Concepts of Teaching and Learning Course to demonstrate that you have a firm understanding of the knowledge, and attitude necessary for becoming a driver education instructor.

Note: After completion of Part I you will continue onto the Teaching and Learning Theories for Classroom Course and/or the Teaching and Learning Theories for Behind-the-Wheel Course.

This module covered one topic:

- The Fundamental Concepts of Teaching and Learning Knowledge Test.

The information that was presented in this module is essential for understanding the Fundamental Concepts of Teaching and Learning Knowledge Test for completion of the Fundamental Concepts of Teaching and Learning course.

Part II: Teaching and Learning Theories for Classroom Course



Participant Workbook

Developed By:

The Association of National Stakeholders in Traffic Safety
Education

ANSTSE

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2017 Driver Education Instructor Training

Part II: Teaching and Learning Theories for Classroom Course



Course Syllabus

Developed By:

The Association of National Stakeholders in Traffic Safety
Education

ANSTSE

Part II: Teaching and Learning Theories for Classroom Course

Course Description:

This course will help prepare you to become a classroom teacher and to present content from an approved driver education curriculum. The purpose of the Classroom Teaching and Learning Theory Course is to train individuals to become professional teachers in driver education. The course is designed to provide instructor candidates with a fundamental understanding of classroom learning theories and management, and the knowledge, skills and attitudes necessary to teach driver education. This course will focus on classroom teaching techniques.

Course Objectives:

- Demonstrate your ability to prepare for the training task.
- Teach a lesson(s) in driver education.
- Explain how organization, behavior control, and communication can ensure effective classroom management.
- Identify appropriate strategies for challenges in classroom management.
- Demonstrate appropriate strategies to keeping students on task and how to manage time in the classroom.
- Identify and utilize the necessary resources that support approved Driver Education Curricula.
- Explain how to assess and evaluate the student's in the classroom to determine comprehension.
- Describe how to communicate with the behind-the-wheel instructor and coordinate the behind-the-wheel lesson with the classroom instruction.

Course Topics:

- **Preparing to teach and overview of teaching assignments**
 - The process for preparing to teach
 - The peer teaching process and presentation
 - Evaluation of the presentation
- **Classroom management**
 - Classroom setup
 - Maintaining leadership in the classroom
 - Observing and listening to students
 - Time management and time constraints
 - Class disrupters and managing student behavior
- **Student assessment and evaluation**
 - Preparing for student assessment and evaluation
 - How to assess the student in the classroom

- **Coordination between classroom and behind-the-wheel instruction**
 - Coordinating and communicating with the BTW instructor
 - Transitioning and relating behind-the-wheel instruction to class room content
- **Peer teaching presentation**
 - Conducting an introduction/summary
 - Conducting a lesson
- **Optional – Online driver education and virtual classroom**
 - Online driver education
 - Virtual classroom
- **Optional – Addressing special needs**
 - Addressing special learning needs
 - Addressing special physical needs

Required Resources:

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

Instructor Candidate/Participant Assignments and Grading:

- Full attendance of the course is mandatory for successful completion.
- During this course you will be required to participate in:
 - Planned activities
 - Group discussions
 - Questions and answers
- There will be a quiz at the end of every module, which you must complete with at least 80% accuracy. One retake is permissible.
- You must successfully deliver two teaching sessions:
 - Each instructor candidate will present at least twice. The duration of the first presentation will be approximately five to ten minutes in length. The second and third presentation will be twenty to thirty minutes in length. Each presentation will be graded and a final grade will be based on the presentations.
 - Lesson plans will be turned in the day the lesson is being taught. Each lesson plan assignment will be assigned points. Number of lesson plan assignments will be left at the instructor's discrepancy and are subject to change.
- You must pass the end of course knowledge test with at least 80% accuracy.

Duration of Course: 21 hours (3 days in length)

Orientation

Classroom Teaching and Learning Theory Course Introduction and Overview



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Welcome and Purpose of the Classroom Teaching and Learning Theory Course

Welcome

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

This course will help prepare you to become a classroom instructor and to present content from approved driver education curricula.

The purpose and importance of the Classroom Teaching and Learning Theory course

The purpose of the Classroom Teaching and Learning Theory Course is to train individuals to become professional instructors in driver education. The course is designed to provide instructor candidates with a fundamental understanding of classroom learning theories and management, and the knowledge, skills and attitudes necessary to teach driver education. This course will focus on classroom teaching techniques.

Objectives of the Classroom Teaching and Learning Theory Course

Objectives of the Classroom Teaching and Learning Theory Course

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

- Demonstrate your ability to prepare for the training task.
- Teach a lesson(s) in driver education.
- Explain how organization, behavior control, and communication can ensure effective classroom management.
- Identify appropriate strategies for challenges in classroom management.
- Demonstrate appropriate strategies to keeping students on task and how to manage time in the classroom.
- Identify and utilize the necessary resources that support approved Driver Education Curricula.
- Explain how to assess and evaluate the student's in the classroom to determine comprehension.
- Describe how to communicate with the behind-the-wheel instructor and coordinate the behind-the-wheel lesson with the classroom instruction.

Course Completion Requirements

Course completion requirements

1. Full attendance of the course is mandatory for successful completion of the course.
2. Indicate how to make up missed time/work, if applicable.
3. During this course you will be required to participate in:
 - Planned activities
 - Group discussions
 - Questions and answers
4. There will be a quiz at the end of every module, which you must complete with at least 80% accuracy. One retake is permissible.
5. You must successfully deliver two teaching sessions:
 - Each instructor candidate will present twice. The duration of the first presentation will be approximately five to ten minutes in length. The second presentation will be twenty to thirty minutes in length. Each presentation will be graded and a final grade will be based on the presentations. Details on presentation grading will be discussed in Module 1.
 - Lesson plans will be turned in the day the lesson is being taught. Each lesson plan assignment will be assigned points. Number of lesson plan assignments will be left at the instructor's discrepancy and are subject to change.
6. You must pass the end of course (multiple choice) knowledge test with at least 80% accuracy.

Course Agenda

Course agenda Your master instructor will handout a course agenda.

- **Module 1**- Preparing to Teach and Overview of Teaching Assignments
- **Module 2** - Techniques and Challenges in Classroom Management
- **Module 3** - Student Assessment and Evaluation
- **Module 4** -Coordination Between Classroom and Behind-the-Wheel Instruction
- **Module 5** – Peer Teaching Presentations
- **Module 6** – Classroom Teaching and Learning Theories Course Wrap-Up
- **Module 7** – Classroom Teaching and Learning Theory Knowledge Test
- **Addendum Module A** – Online Driver Education and Virtual Classroom
- **Addendum Module B** – Addressing Special Needs

Module Summary

Module Summary

The purpose of the Classroom Teaching and Learning Theory Course is to train individuals to become professional instructors in driver education. The course is designed to provide instructor candidates with a fundamental understanding of classroom learning theories and management, and the knowledge, skills and attitudes necessary to teach driver education.

This module covered four topics:

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

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

Module 1

Preparing to Teach and Overview of Teaching Assignments



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Module Overview

Module Overview

1. Prior to this module, we discussed Classroom Teaching and Learning Theories Course Introduction and Overview.
2. This module is titled “Preparing to Teach and Overview of Teaching Assignments.”
3. The purpose of this module is to discuss the process for preparing to teach and to discuss the peer teaching assignments.
4. This module will cover three topics:
 - The process for preparing to teach.
 - The peer teaching process and presentation.
 - Evaluation of the presentation.
5. By the end of this module, you will be able to:
 - Explain the purpose of the peer teaching presentation.
 - Demonstrate the instructor preparation tasks.
 - Demonstrate your ability to prepare for the training task.
6. During the module, you will be required to participate in group discussion and activities. You will be assigned peer teaching presentations.
7. During the lesson, you will be evaluated through questions and answers. There will be a 10 question quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 1 hour 30 minutes.
9. This module will help you understand the process for preparing to teach.

Key Words:

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

Motivation	Presentation	Application
Evaluation	Lead instructor	Peer teacher
Class participant		

Section 1: The Process for Preparing to Teach

Introduction Section 1 will cover the process for preparing to teach, including the importance of studying the lesson plan, preparing visual aids, preparing the classroom and mental preparation.

The importance of knowing the lesson plan

1. Study the lesson plans and student reference materials thoroughly. The goal of preparation is to:
 - Know the lesson objectives.
 - Know the audience.
 - Know the topical content to be covered.
 - Identify, in advance, the need for revising or modifying any content or materials:
 - To suit the needs of the students.
 - To adjust for state policy or procedures.
 - For new training needs.
 - Know the learning activities to be conducted.
 - Identify resources (personnel, supplies, etc.) necessary to conduct the training and carry out the learning activities.
 - Assemble the required resources.
 - Know what questions to ask.
 - Practice, practice, practice.
2. Training from a lesson plan that you are familiar with requires an ample amount of preparation time. Roughly you need 1 to 1-1/2 hours of preparation time per each hour of instruction time.
3. Preparation time will vary:
 - Knowledge of material
 - Complexity of concepts
 - Experience

Section 1: The Process for Preparing to Teach

The importance of studying the lesson plan – continued

4. Other reference materials to study:
 - Participant’s Manual
 - Instructor’s Manual
 - Any other relevant materials

Preparing your lesson

It is critical that instructors understand the importance of their delivery skills.

- How you say something is just as important as what you say.
- How you communicate information determines whether or not the information is received.
- How you ask a question so it is clear and concise.
- Following basic guidelines will increase effectiveness, quality and your confidence!

Making notes on the lesson plan to assist in teaching

- Use key words in the subject column to help trigger what content is being covered.
- Be sure to mark the lesson plan with pencil as you may choose to make changes in the future.
- You may want to write in your own questions or points of emphasis.
- You may want to use a highlighter to mark points of emphasis or mark when visuals are to be shown.

Section 1: The Process for Preparing to Teach

The four-step teaching and learning process

Review the four-step teaching and learning process:

1. **Motivation** – get the student ready to learn, the student's perspective during this phase is “why should I learn”?
2. **Presentation** – to present the lesson content through discussion or lecture, the student's perspective during the presentation phase is “what should I learn?” Presentation methods are critical to students' success.
3. **Application** – give the students the opportunity to apply what they have learned, the student's perspective during the application phase is “let me try it!”
4. **Evaluation** – evaluate the student's comprehension of the subject matter being taught, the student's perspective during the evaluation phase is “how am I doing?” Evaluation is an on-going process and should not wait until the end.

Section 1: The Process for Preparing to Teach

Activity

Activity #1: Preparing to Teach

Use the lesson plan for your assigned unit and note key words, highlight objectives, write in questions or points of emphasis, highlight points of emphasis or where visuals are to be shown and use sticky notes to make notes as well.

Section 1
Summary

This section covered the process for preparing to teach, including the importance of studying the lesson plan and how to use the four step teaching and learning process to teach.

Section 2: The Peer Teaching Process and Presentation

Introduction Section 2 will cover the purpose of the peer teaching presentation, the training assignments, the training delivery skills checklist and conducting your presentation.

The purpose of the peer teaching presentation

1. To demonstrate your ability to teach any driver education lesson.
2. To demonstrate your ability to carry out the training process for your state.
3. To demonstrate your ability to use the four steps of teaching and learning.
4. To demonstrate how to use lesson plans.

Section 2: The Peer Teaching Process and Presentation

The training assignments

1. Several days prior to your assigned time, you will be given your training assignments. The reasons for these early assignments are to enable you to:
 - Pay close attention as your instructor outlines the critical information, tips and techniques that should be used when delivering the lesson.
 - Do your homework. To successfully deliver your assignments, you need to know the content included in the module prior to delivering the introduction, summary, or core content.
2. You will be given the opportunity to prepare for your lesson.
3. You will be given the opportunity to work with your master instructor.
4. You will conduct the assignments at a later date in this course.
 - [5 minute Introduction / Summary presentation]
 - [20-30 minute lesson utilizing the four-step teaching and learning process]

Section 2: The Peer Teaching Process and Presentation

Teaching skills checklist

- Organize the material.
- Visualize delivering a successful presentation.
- Rehearse by standing up and using all of your materials, if possible have someone watch and offer suggestions.
- Plan each activity.
- Plan all visuals, materials, and props.
- Plan questions you will use to engage the students.
- Cover information in the correct sequence:
 - Motivation
 - Presentation
 - Application
 - Evaluation
- Stand in front of the group before starting.
- Breathe deeply just prior to beginning your presentation.
- Release tension in a positive way by directing it to the audience in the form of enthusiasm.
- Move when you speak but make sure to not distract your audience with too much movement.
- Maintain a relaxed posture and slow deliberate movements.
- Make your hands work for you in aiding and emphasizing your message.
- Keep eye contact for 1-2 seconds per person.
- Be aware of the tone, rate, and volume of your speech.
- Use pauses as a tool to emphasize your point.
- Practice, practice, practice.

Section 2: The Peer Teaching Process and Presentation

Conducting your presentation

Introduction / Summary Presentation

- You will cover the introduction of the lesson as if you were going to teach the whole lesson.
- You will then turn to the summary pages and slides and cover the summary as if you taught the whole lesson.
- The introduction/summary will take approximately 5-10 minutes to cover.
- When your presentation is completed, you will evaluate yourself and your peers will be given the opportunity to provide feedback.
- Finally, the instructor will provide feedback.

Full Presentation

- You will start at the beginning of the module.
- You will teach for approximately 20 - 30 minutes. This includes the four-step teaching process.
- At the conclusion of your lesson, summarize and evaluate (the last section of the module outline), as if you have covered the module of instruction.
- You will use the same Introduction and Summary you practiced earlier.
- When your presentation is completed, you will evaluate yourself and your peers will be given the opportunity to provide feedback.
- Finally, the instructor will provide feedback.

Section 2
Summary

This section covered the purpose of the presentation, the training assignments, the training delivery skills checklist and conducting your presentation.

Section 3: Evaluation of the Presentation

Introduction Section 3 will cover how you will be evaluated during the presentation and the roles that are played during the presentation process.

- How you will be evaluated
- You will be asked to evaluate yourself.
 - Your peers will act as novice driver education students and be given the opportunity to provide feedback.
 - The instructor will provide a debriefing of the presentation identifying both strong points and areas needing improvement.
 - You will be evaluated on how well you:
 - Follow the lesson plan.
 - Use the principles of teaching and learning to facilitate the learning process.
 - Use question and answers to develop student interaction and communication.
-

- Roles played during the peer teaching
1. **Lead Instructor** – your instructor who will assist with your preparation and will observe and evaluate your teaching.
 - The lead instructor will:
 - Assist with your preparation.
 - Assist with technical aspects (equipment).
 - Observe your teaching.
 - Provide constructive feedback with the entire class.
 - Provide suggestions of ways, which the peer teacher can improve.
 - Provide a critique for the presentation that will count toward your overall class score.

Section 3: Evaluation of the Presentation

Roles played during the teaching – continued

2. Peer Teacher - The role you will play when you are giving your presentation.

- When you are delivering your presentation, you are a peer teacher. In the role of a peer teacher, you should:
 - Present your assignment as professionally as possible.
 - Prepare in advance to deliver the content in order to demonstrate the knowledge, skills, and abilities that have been learned to date in this class.

3. Class Participant - When you are not delivering a lesson, but are listening to one of your colleagues deliver his/her presentation.

- When you are not delivering a presentation you are performing as a class participant. In the role of a class participant, you should:
 - Listen and be courteous to the instructor candidate.
 - Ask questions that a novice driver would ask.
 - NOT be disruptive, act silly, or ask questions that a novice learner would not ask.
 - Lead the presenter to help with their assignment.
 - Complete an evaluation of the presentation.

Section 3
Summary

This section covered how you would be evaluated during the presentation and the roles that are played during the presentation process.

Module Summary

Module Summary The purpose of this module was to discuss the process for preparing to teach and to discuss the Peer Teaching assignments.

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

- Explain the purpose of the peer teaching presentation.
- Demonstrate the instructor preparation tasks.
- Demonstrate your ability to prepare for the training task.
- Describe how you will be evaluated during the Peer Teaching presentation.

The information that was presented in this module is essential for preparing you to teach.

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

Motivation	Presentation	Application
Evaluation	Lead instructor	Peer teacher
Class participant		

Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Motivation	B. Presentation	C. Application
D. Evaluation	E. Lead instructor	F. Peer teacher
G. Class participant		

1. _____ The role you will play when you are giving your presentation.
2. _____ To provide the content through discussion or lecture.
3. _____ When you are not delivering a presentation, but are listening to one of your colleagues deliver his/her presentation.
4. _____ To give the students the opportunity to practice what they have learned.
5. _____ To get the student ready to learn.
6. _____ To determine the students' comprehension of the subject matter being taught.
7. _____ Instructor who will assist with your preparation.

Summary Sheet

Summary
Sheet

Process for Preparing to Teach

It is important to study the lesson plan so you know the lesson objectives, the audience, the topical content to be covered, the learning activities to be conducted, questions to be asked, and can identify, in advance, the need for revising or modifying any content or materials. It can take 1 to 1-1/2 hours of preparation time per each hour of instruction time to train from a lesson plan for the first time.

Using The Four-Step Teaching and Learning Process to Teach

1. Motivation

- Get the student ready to learn, cover what content will be covered and activities to take place, provide objectives, why it is useful to be able to do it, benefits of the lesson, relate the subject matter to the students' prior learning.

2. Presentation

- Present the lesson content through discussion or lecture, use simple language, be familiar with the lesson, use eye contact, be yourself.

3. Application

- Give the students the opportunity to apply what they have learned, challenges the student, aids in retention, ask questions, pose problems and exercises, provide realistic learning activities, provide hands-on practice, and assign homework.

4. Evaluation

- To evaluate the students' comprehension, must be on-going, oral questions, directly related to the stated objectives, student-led demonstrations, formal test, and homework.

The purpose of the Peer Teaching presentation

To demonstrate your ability to teach any or all units of instruction, to carry out the training process for your jurisdiction, to use the principles of teaching and learning and to facilitate the teaching and learning process and to demonstrate how to use lesson plans.

Module 2

Classroom Management



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Module Overview

Module Overview

1. Prior to this module, we discussed Preparing to Teach and Overview of Peer Teaching Assignments.
2. This module is titled “Classroom Management.”
3. The purpose of this module is to learn techniques for classroom management and setup, to identify potential instructor challenges and discuss strategies for managing these issues.
4. This module will cover five topics:
 - Classroom setup.
 - Maintaining leadership in the classroom.
 - Observing and listening to students.
 - Time management and time constraints.
 - Class disrupters and managing student behavior.
5. By the end of this module, you will be able to:
 - Describe particular classroom set-ups.
 - Demonstrate how to prepare multimedia aids.
 - Explain how organization, behavior control, and communication can ensure effective classroom management.
 - Demonstrate how to observe and listen to students effectively.
 - Recognize when a discussion gets “off track” and identify how to refocus students on the task at hand.
 - Demonstrate effective responses to “challenging” participants to meet their needs as well as your needs as the instructor.
 - Demonstrate appropriate strategies to keeping students on task.

Module Overview

Module Overview

6. During the module, you will be required to participate in group discussion and activities.
7. During the module, you will be evaluated through questions and answers. There will be a 10 question quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 2 hours.
9. This module will help you prepare and setup the classroom, maintain leadership and how to lead the learner into an active role.

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

Teacher authority	Strong extrovert	Long winded
An authority figure	Gotcha!	Disrupter

Section 1: Classroom Setup

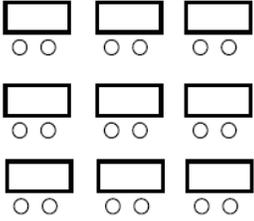
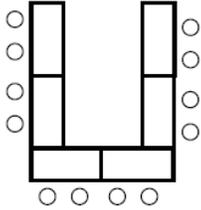
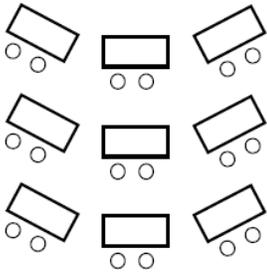
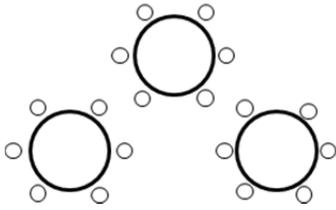
Introduction Section 1 will cover how to prepare the classroom, different types of seating arrangements, the purpose and use of visual aids, mentally preparing for teaching and what to do before the class begins.

Preparing the classroom Prepare the training facilities, including:

- Seating arrangements
- Table space
- Climate control (lighting, ventilation, etc.)
- Wall charts and other permanent displays
- Small, lightweight mobile displays
- Arranging whiteboard and other portable displays
- Instructor setup (i.e. instructor station, computer, desk or space)
- Projector/screen/TV and video monitor set up
- Student materials and handouts

Section 1: Classroom Setup

Classroom seating arrangements

Typical classroom configurations	Pros	Cons
<p>Traditional Classroom</p> 	<ul style="list-style-type: none"> • Student's focus is instructor not surrounding instruction • Instructor able to guide instruction • Designed for lecture based instruction • Efficient setup 	<ul style="list-style-type: none"> • Considered by many to be the "least favorable" way to facilitate learning • Makes students feel like they are in class • No space for collaboration
<p>U Shaped</p> 	<ul style="list-style-type: none"> • Excellent for discussion • Instructor becomes incorporated with discussion • Allows for collaboration • Student's don't feel like they are in class 	<ul style="list-style-type: none"> • Difficult to enter and exit desks • Students get off task easily
<p>Chevron</p> 	<ul style="list-style-type: none"> • Allows discussion among small groups • Creates a more enclosed type of feel for the instructor and student's 	<ul style="list-style-type: none"> • Less effective in terms of management if more than 2 rows used • More room for distractions because students close together
<p>Round Tables</p> 	<ul style="list-style-type: none"> • Supports cooperative work • Can save floor space even with many tables or desks 	<ul style="list-style-type: none"> • Not easy to do with square or rectangle-shaped desks • Promotes off-task behavior • Distracting for many students • Some students backs will be turned to instructor

Section 1: Classroom Setup

The purpose of visual aids

- Attention can be focused on points being made.
- Helps to generate interest.
- Helps to arouse curiosity.
- Helps to increase understanding.
- Aids in the retention of information.
- More favorable attitude toward learning.
- Makes learning more enjoyable and more interesting.
- May be used when more realistic displays are not available.
- Helps to show sequential steps in a process.

Well-designed visual aids

Audio-visual materials are often provided with the courseware, but are not always well suited for every class. You may need to create your own visual aids to reflect localized situations. Be sure all audio-visual materials:

- Meet the objectives of the module being taught.
- Support the lesson plan.
- Aid in retention.
- Are up-to-date and contain accurate information.
- Makes learning more enjoyable and interesting.
- Are well designed to generate interest for this audience.
- Can be easily produced and reproduced.

Section 1: Classroom Setup

Activity

Activity #1: Graphics in Curriculum

Identify graphics from your assigned unit lesson plans and identify how they support the lesson.

Share your photos with the other instructor candidates in the class.

Graphic 1:

Graphic 2:

Graphic 3:

Graphic 4:

Section 1: Classroom Setup

Examples of visual aids

- Electronic slide presentations
- DVD (or other video format)
- Displays or props
- Handouts
- Other new technology (interactive whiteboard, tablets, online, apps, computer software)

Proper use of visual aids

Electronic slide presentations:

- Avoid standing or walking in front of the screen. Stay off to the side of the screen, but move around the room.
- Always face the students.
- Avoid reading from the screen and speaking to the screen.
- Use a remote control device to go to the next slide so you do not have to stand by the computer.
- Use a laser pointer to highlight items. Keep it steady if used.
- Keep some room lights on so the class can see you.
- Turn the projector off when not in use or blank the screen.

Section 1: Classroom Setup

Activity

Activity #2: Micro Teaching Presentation Based on a DVD or Power Point Presentation

Individually or in small groups, select a driver education, DVD or PowerPoint presentation. Review the material selected and identify five key points which you would then integrate into a five-minute micro teaching presentation for the class.

Section 1: Classroom Setup

Mental preparation

- Mentally prepare yourself for the teaching task.
- Other things to consider are:
 - Practicing your delivery will help you become more comfortable when you actually deliver the course.
 - Seeing your own improvement will raise your self-confidence for when you deliver the course.
 - When you implement the feedback that your instructor and your peers provide, you will improve every day during this class.

Dealing with anxiety

- Anxiety is normal
- Physiological changes can occur
- Combat anxiety with preparation
- Combat anxiety with organization
- Practice your lesson prior to delivery to deal with anxiety

I am a great believer in luck and I find the harder I work the more I have it.

- Thomas Jefferson

Getting ready the first day of the training

The first day of the training:

- Arrive early
- Set up and test the equipment yourself
- Arrange the room, if necessary
- Learn where everything is
- Distribute materials

Section 1: Classroom Setup

- What to do before the class begins
- Greet the students as they arrive
 - Introduce yourself

-
- What to do when the class begins
- Demonstrate a Positive Attitude
 - Smile
 - Take a deep breath
 - If all else fails, act confident
 - Do not apologize
 - Get to Know Each Other
 - Introduce yourself
 - Have students introduce themselves
 - Add an ice breaker, if appropriate

-
- Setting the ground rules
- Start on time
 - Let the students know that you will:
 - Start breaks on time
 - End breaks on time
 - End class on time
 - Include other housekeeping items, such as:
 - Creature comforts (i.e. restrooms, vending machine)
 - How to ask questions
 - Emergency procedures
 - Classroom courtesies
 - Distractions
 - Phones
 - Punctuality
 - Respect for others

Section 1: Classroom Setup

Activity

Activity #3: Preparing the Classroom and Visual Aids

Write in the correct answer for each question.

1. What do you need to do to prepare the classroom?

2. What is the purpose of visual aids?

3. What are some characteristics of well-designed visual aids?

Section 1
Summary

This section covered the process for preparing to teach, including the importance of studying the lesson plan, preparing visual aids, preparing the classroom and mental preparation.

Section 2: Maintaining Leadership in the Classroom

Introduction Section 2 will cover how to maintain leadership in the classroom.

Maintaining leadership in the classroom How to establish leadership:

- Take up a central position in the room
- Be well-prepared
- Be brisk and firm without being harsh
- Frequently scan the classroom
- Resist distracting questions (the latest football results, TV soaps, Game of Thrones, etc.)
- Convey clear expectations
- Give clear indications of the learning task
- Make and hold eye contact with individuals

How to stay in control

- Maintaining control does not mean rigid authority or a domineering, dictatorial posture.
- “Staying in Control” refers to the instructor’s responsibility to cover the topics, to see to it that the proper activities take place, and that the schedule is maintained (with reasonable flexibility).
- An instructor loses control when he or she permits distractions or digresses (or permits digressions) from the scheduled topics and activities to the point where the students’ achievement of the learning objective is jeopardized.
- Establishing effective leadership takes practice.

Section 2 Summary This section covered how to maintain leadership in the classroom and stay in control.

Section 3: Observing and Listening to Students

Introduction Section 3 will cover how to observe and listen to students and challenges to observing and listening.

Observing and listening to students

- Observe students continuously.
- Listen to student comments and questions carefully.
- Adjust your teaching style based on what you observe and hear from your students.
- If you do not observe or listen correctly, you cannot make adjustments and can teach negative concepts.

Challenges to observing and listening

- It is challenging to listen to students.
- Must listen carefully to students' questions and comments.
- It can be challenging to observe all students all the time.
- Must maintain eye contact with all students.

Section 3 Summary This section covered how to observe and listen to students and challenges to observing and listening to students.

Section 4: Time Management and Time Constraints

Introduction Section 4 will cover how to manage your time in the classroom and what to do if time is running short.

- Managing your time in the classroom
- Define and focus on your objectives for each lesson. Allowing the class to digress too far, or for too long, may sacrifice more critical discussion or activities.
 - Recognize when you should step aside and let the students interact; be responsive to the classroom dynamic.
 - Be flexible. Be able to reshape your lesson plan on the fly, to respond to the demands of different groups.
 - Allow for time for questions on difficult topics/concepts. Build time for questions into your lesson plan.
 - Estimate the time each task will take and manage your time.
 - Prioritize your established tasks to ensure that you cover the most important concepts/subjects.
 - Be aware of hidden time demands (administrative issues, explanation of test procedures or assignments, questions from lectures, setting up technology, rearranging the room, etc.).
 - Assess the success of the lesson plan after each class and adapt for the next lesson or class.

Section 4: Time Management and Time Constraints

Short of time

If time is running short

- Reduce interaction (only if time is extremely short).
- Go back and refocus on objectives.
- If content allows, conduct a rapid-fire Q&A session to see how much information students already understand and then decide how to compress time.
- Note in your lesson plans where you left off and determine what you need to include for the next class and adjust the lesson plan accordingly.
- Cut an exercise or activity short only as a last resort. If students are working in groups, you may decide to reduce the time for the activity even if everyone hasn't finished so you can review as a class.

Section 4: Time Management and Time Constraints

Activity

Activity #4: Short on Time

List 2 things you can do if you are short on time.

1. _____

2. _____

Section 4
Summary

This section covered how to manage time wisely in the classroom and what to do when you are short of time.

Section 5: Class Disrupters and Managing Student Behavior

Introduction Section 5 will cover types of digressions and class disrupters, what to do about class disrupters and how to manage student behavior.

Types of digressions and class disrupters

- Questions or comments from students that raise issues unrelated to the topics to be covered.
- One or two individuals who attempt to dominate all discussions, thus preventing other students from fully participating.
- Students who talk to one another in class, thus distracting other students near them.
- Students who are using an electronic device in the classroom.

Learners will sometimes respond in ways that instructors perceive to be challenging, threatening, or obnoxious.

- Strong extrovert (Needs to say something)
- Long-winded (Wants or needs more participant involvement)
- An authority figure (Wants to take something out on the instructor)
- Gotcha! (Wants to display superior knowledge to the instructor)

Section 5: Class Disrupters and Managing Student Behavior

What to do about class disrupters

- Responding to those participants in ways which meet their needs and the instructor's while keeping the class on target can be a challenge even to seasoned instructors.
- While it is difficult not to think the worst of the intentions of the participant, most challenges are fairly innocent.
- While initial responses should give credibility to questions and questioner, instructors need NOT stop the flow of teaching to deal in depth with them.
- If a student is truly persistent to the point of being obnoxious, then deal with them one-on-one in private to let them know your feelings and concerns.
- Sarcasm and witty or caustic "put-downs" in front of the group most often worsen the situation.
- Off the point issues: If the student's questions or comments raise points that will:
 - Be covered later: politely indicate that the issue will be discussed fully at the right time.
 - Not be covered during the training: politely apologize to the student that time does not permit addressing the issue in class; but offer instead to discuss it during a break.
- For students who display superior knowledge and do not let others respond:
 - Never simply tell them to shut up.
 - o Instead, offer them a compliment for their knowledge, but ask them to let another student respond.
 - o You can also use "direct questions" to involve other students.
- If a student is using an electronic device, ask them to turn it off and put it away.

Section 5: Class Disrupters and Managing Student Behavior

What to do about class disrupters

- Dealing with students who talk in class:
 - Position yourself near the student(s) to draw attention to them without interrupting the class or directly pointing them out.
 - Direct a question, unobtrusively, to the principal offender.
 - Only as an absolute last resort should the instructor interrupt the class by explicitly asking or telling the distracting students to cease their conversation.
 - If all else fails, approach the students individually during the next break, and tell him or her (politely but directly) that you would appreciate an end to the distraction.

Section 5: Class Disrupters and Managing Student Behavior

How to manage student behavior

Communicate calm control and seriousness by:

- Eye contact (with all students)
- Facial expressions
- Physical proximity to your students
- Posture
- Pre-directed questions
- Private consultation
- Give student added responsibility or task

How to manage discussions

- Recognize when a discussion is getting off track
- Offer feedback where appropriate
- Recognize and restate the main issue(s)
- Be sure NOT to criticize the discussion
- Keep the class on track
- Recognize the importance of resolving any remaining issues
- Keep time frames in mind

Section 5 Summary

This section covered types of digressions and class disrupters, how to handle class disrupters and managing student behavior.

Module Summary

Module Summary

The purpose of this module was to learn techniques for classroom management and setup and to identify potential instructor challenges and discuss strategies for managing these issues.

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

- Describe particular classroom set-ups.
- Demonstrate how to prepare multimedia aids.
- Explain how organization, behavior control, and communication can ensure effective classroom management.
- Demonstrate how to observe and listen to students effectively.
- Recognize when a discussion gets “off track” and identify how to refocus students on the task at hand.
- Demonstrate effective responses to “challenging” participants to meet their needs as well as your needs as the instructor.
- Demonstrate appropriate strategies to keeping students on task.

The information that was presented in this module is essential for managing the classroom and interacting with the learner effectively.

Key Words

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

Teacher authority	Strong extrovert	Long winded
An authority figure	Gotcha!	Disrupter

Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Teacher authority	B. Strong extrovert	C. Long winded
D. An authority figure	E. Gotcha!	F. Disrupter

1. _____ Class disrupter who wants to display superior knowledge to the instructor.
2. _____ To establish this you should take up a central position in the room.
3. _____ Class disrupter who needs to say something.
4. _____ Class disrupter who wants to take it out on the instructor.
5. _____ Individuals who interrupt the class by talking to others too much, asking questions unrelated to the topic, or dominating discussions.
6. _____ Class disrupter who wants or needs more participant involvement.

Summary Sheet

Summary
Sheet

Preparing the Classroom

Arrange table(s) and seating, control the climate and lighting, set up wall charts and other permanent displays, arrange chalkboard/flip-chart and instructor's station, set up projector/screen and video monitor, have student materials and handouts ready.

Developing Visual Aids

Visual aids help to generate interest, help to arouse curiosity, and help to increase understanding.

Well-designed visual aids meet the objectives of the module being taught, support the lesson plan, aid in retention, are up-to-date, contain accurate information and make learning more enjoyable.

Maintaining Leadership in the Classroom

To establish gentle "teacher authority, take a central position in the room, be well-prepared and be brisk and firm without being harsh.

Observing and listening to students

Observe students continuously and listen to student comments and questions carefully.

Adjust your teaching style based on what you observe and hear from your students. Maintain eye contact with students.

Time Management

Define your objectives for each class and try to remain focused on them. Be flexible. Be able to reshape your lesson plan on the fly, to respond to the demands of different groups. Allow for time for questions on difficult topics/concepts. Build time for questions into your lesson plan. Prioritize your established tasks to ensure that you cover the most important concepts/subjects. Always keep an eye on the passage of time during class.

Time Constraints

If time is running short, there are a number of things you can do. Reduce interaction, go back and refocus on objectives, cut an exercise or activity short, conduct a rapid fire Q&A session to see how much information students already understand and then decide how to compress time or poll the class to get their impression of which information they need the most help.

Summary Sheet

Summary
Sheet

Class Disrupters

There are four types of class disrupters: the strong extrovert (needs to say something), long winded (wants or needs more participant involvement), an authority figure (wants to take it out on the instructor) and Gotcha! (wants to display superior knowledge to the instructor).

Respond to those participants in ways which meet their needs and the instructor's, while keeping the class on target. If a participant is truly persistent to the point of being obnoxious, then deal with them one-on-one in private to let them know your feelings and concerns.

Managing Student Behavior

You can communicate calm control and seriousness by your facial expressions, posture, maintaining eye contact and asking pre-directed questions.

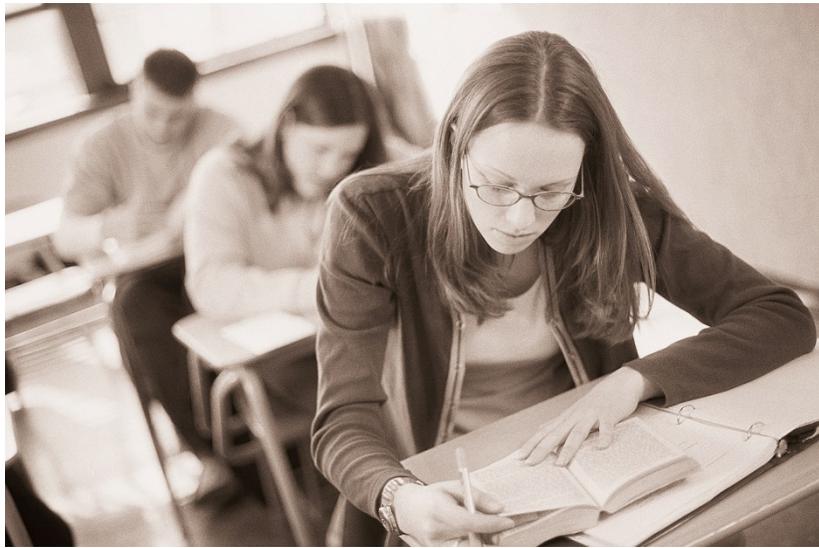
Managing Discussions

To manage discussions recognize when a discussion is getting off track. Be sure NOT to criticize the discussion and keep time frames in mind.

It is important to listen to student comments and questions carefully. Adjust your teaching style based on what you observe and hear from your students.

Module 3

Student Assessment and Evaluation



Module Contents

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Module Overview

Module Overview

1. Prior to this module, we discussed Classroom Management.
2. This module is titled “Student Assessment and Evaluation.”
3. The purpose of this module is to identify how to assess the student in the classroom, determine if a student is ready to move on and learn ongoing (formative) and end of unit or course (summative) assessment strategies.
4. This module will cover two topics:
 - Preparing for student assessment and evaluation
 - How to assess the student in the classroom
5. By the end of this module, you will be able to:
 - Describe how to assess the student in the classroom.
 - Identify how to determine if a student is ready to move on.
 - Utilize ongoing (formative) and end of unit or course (summative) assessment strategies.
6. During the module, you will be required to participate in group discussion and activities lead by the instructor.
7. During the module, you will be evaluated through questions and answers. There will be a 10 point quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 1 hour 20 minutes.
9. This module will help you to effectively assess and evaluate students in the driver education classroom setting.

Key Words:

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

Ongoing (Formative) assessment	End of Unit or Course (Summative) assessment	Self-assessment
Observation	Portfolio	Feedback

Section 1: Preparing for Student Assessment and Evaluation

Introduction Section 1 will cover how to develop and implement a plan for the assessment of student progress and how to develop evaluation tools to measure achievements and performance.

Developing and implementing a plan for the assessment of student progress In order to most appropriately guide the learning of students, the instructor should select, design, or develop evaluative tools which measure the behavior sought in the specified performance objectives for each learning experience and determine if the activities performed by the instructor facilitated student achievement. (The student should also have the opportunity to experience the change in behavior.)

The instructor should:

- Utilize appropriate standards for student achievement.
 - Devise means of determining student values.
 - Provide for the student's self-assessment of progress in class, home and laboratory assignments with ongoing (formative) and end of unit or course (summative) measures.
 - Differentiate between students who have achieved entry-level skills to qualify to start behind-the-wheel instruction and those who have not.
-

Activity **Activity #1: Assess Student's Knowledge**

- A) Look in the curriculum for the test in the section you are responsible for teaching; B) Take the test; C) Grade your own quiz; D) Presenter-led discussion on the why questions were missed.

Section 1: Preparing for Student Assessment and Evaluation

Developing evaluation tools to measure achievements and performance

To develop evaluation tools to measure achievements and performance in various phases of a driver education program the instructor should:

- Formulate a plan of grading and the performance orientation of driver education.
- Utilize evaluation instruments for effectively assessing student performance including checklists, rating scales, and other performance measures.

Section 1: Preparing for Student Assessment and Evaluation

Activity

Activity #2 Good Test Questions

Choose the best T/F question and the best multiple-choice question from the assigned section in the driver education curriculum and explain what makes it a good question.

Section 1
Summary

This section covered how to develop and implement a plan for the assessment of student progress and how to develop evaluation tools to measure achievements and performance.

Section 2: How to Assess the Student in the Classroom

Introduction Section 2 will cover how to assess the student in the classroom by identifying student shortcomings, determining actions to alleviate the problem, determining if a student is ready to move on, evaluating students to determine comprehension and using ongoing (formative) and end of unit or course (summative) assessment strategies.

Identifying student shortcomings and determining actions to alleviate the problem The instructor should identify student shortcomings and determine actions to alleviate the problem. The instructor should:

- Use results of student performance, i.e. prescribing instruction for individual.
- Develop means of assessing individual contributions or learning which results from small group work.
- Reassign students into cooperative learning groups.
- Monitor student progress to provide constructive feedback.
- Develop an effective means of communicating between parent, teen and instructor.

How to determine if a student is ready to move on

- Use a variety of data (assessment scores, classroom performance, etc.) to identify what each student is ready to work on and plan instruction accordingly, modifying content or activities as needed.
- Use daily informal ongoing (formative) assessment strategies to monitor student progress and verify that students are demonstrating a gain in understanding of the skills and concepts.
- For example:
 - Grade worksheets or in-class activities as you go by circulating around the classroom checking answers on students' work and provide assistance for those that are incorrect.

Section 2: How to Assess the Student in the Classroom

Activity

Activity #3 Grading Tests and Assessing Students

Your instructor will handout a short quiz, which has been taken by students. You will grade the tests and then make an assessment of what topics or subtopics that had misinformation. From the identification of topics or subtopics, you will describe actions for helping the students understand the issues/problems.

Activity

Activity #4 Determining if a Student is Ready to Move On

You will make a determination from the short quiz assessed in Activity #3, to determine if the students are ready to move onto the next lesson. In most cases, 80% or higher is an acceptable level of obtainment.

Section 2: How to Assess the Student in the Classroom

Ongoing
(formative)
assessment
strategies

Ongoing (Formative) Assessments:

- The goal is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, ongoing assessments:
 - help students identify their strengths and weaknesses and target areas that need work
 - help faculty recognize where students are struggling and address problems immediately
- Are utilized to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context.
- Are low-stakes assessments for students and instructors.
- Provide immediate feedback to both the instructor and student regarding the learning process.
- Are considered part of the learning; they need not be graded as summative assessments (end-of-unit exams or quarterlies) rather; they serve as practice for students. They check for understanding along the way and guide instructor decision making about future instruction; they also provide feedback to students so they can improve their performance.

Section 2: How to Assess the Student in the Classroom

Common procedures of ongoing (formative) assessments

Common procedures of ongoing assessments include:

- **Feedback** – An instructor provides oral or written feedback to student discussion or work. For example: a instructor responds orally to a question asked in class, provides a written comment in a response or provides feedback on student work.
- **Self-assessment** – Students reflect on and monitor their progress in relation to predetermined academic and behavioral goals.
- **Observation** – An instructor observes and records a student's level of engagement, academic and/or affective behavior, develops a plan of action to support that student, implements the plan and continues to record observations to determine its effectiveness.
- **Portfolios** – A growth portfolio can be used to create a record of student growth in a number of areas.

Section 2: How to Assess the Student in the Classroom

End of unit or course (summative) assessment strategies

End of Unit or Course (Summative)Assessments

The goal is to evaluate student learning at the end of an instructional unit or course by comparing it against some standard or benchmark. Often high stakes, meaning they have a high point value.

- Cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met.
- Include a clear alignment between assessment, curriculum, and instruction, as well as the use of assessments that are both valid and reliable.

Common procedures of summative assessment include:

- **End of unit tests or projects** – When assessments reflect the stated learning objectives, a well-designed end of unit test provides instructors with information about individual students (identifying any student who failed to meet objectives), as well as provides an overall indication of classroom instruction.
- **Course grades** – If end of course grades are based on specified criteria, course grades provide information on how well a student has met the overall expectations for a particular course.
- **Portfolios** – When used as part of an evaluation of student learning, portfolios provide evidence to support attainment of stated learning objectives.

The outcome of a summative assessment can be used formatively, however, when students or instructors take the results and use them to guide their efforts and activities in subsequent courses.

Section 2: How to Assess the Student in the Classroom

Activity

Activity #5: Driver Education Topics Portfolio

You will develop your own portfolio related to the assessment of driver education topics that are part of a Driver Education curriculum within the state where you will be teaching.

Consider developing some other types of summative assessment tools:

- Examinations (major, high-stakes exams)
- Final examination (a truly summative assessment)
- Term papers (drafts submitted throughout the semester would be a formative assessment)
- Projects (project phases submitted at various completion points could be formatively assessed)
- Performances
- Student evaluation of the course (teaching effectiveness)
- Instructor self-evaluation

Section 2 Summary

This section covered how to assess the student in the classroom by identifying student shortcomings, determining actions to alleviate the problem, determining if a student is ready to move on, evaluating students to determine comprehension and using formative and summative assessment strategies.

Module Summary

Module Summary

The purpose of this module was to identify how to assess the student in the classroom, determine if a student is ready to move on and learn ongoing (formative) and end of unit or course (summative) assessment strategies.

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

- Describe how to assess the student in the classroom.
- Identify how to determine if a student is ready to move on.
- Utilize ongoing (formative) and end of unit or course (summative).

The information that was presented in this module is essential to effectively assess and evaluate students in the driver education classroom setting.

Key Words

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

Ongoing (Formative) assessment	End of Unit or Course (Summative) assessment	Self-assessment
Observation	Portfolio	Feedback

Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Ongoing (Formative) assessment	B. End of unit or course (Summative) assessment	C. Self-assessment
D. Observation	E. Portfolio	F. Feedback

1. _____ An instructor witnesses and records a student's level of engagement, academic and/or affective behavior,
2. _____ Are utilized to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context.
3. _____ When used as part of an evaluation of student learning this provides evidence to support attainment of stated learning objectives.
4. _____ Used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met.
5. _____ Students reflect on and monitor their progress in relation to predetermined academic and behavioral goals.
6. _____ When an instructor provides oral or written comments and responses to student discussion or work.

Summary Sheet

Summary
Sheet

Developing and implementing a plan for the assessment of student progress

Select, design, or develop evaluative devices which measure the behavior sought in the specified performance objectives for each learning experience and determine if the activities performed by the instructor facilitated student achievement.

Formulate a plan of grading consistent with school policy, if appropriate, and the performance orientation of driver education.

Construct evaluation instruments for effectively assessing student performance including checklists, rating scales, and other performance measures.

Identifying student shortcomings and determining actions to alleviate the problem

Use results of student performance, develop means of assessing individual contributions or learning which results from small group work, reassign students into homogenous groups when appropriate, monitor student progress to provide constructive feedback, conduct instructor-student-parent conferences.

Ongoing (Formative) Assessments vs. End of Unit or Course (Summative) Assessments

Ongoing (Formative) assessments are utilized to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context. Common procedures of formative assessment include feedback, self-assessment, observation and portfolios.

End of Unit or Course (Summative) assessments measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark. Common procedures of summative assessment include end of unit tests or projects, course grades and portfolios.

Module 4

Coordination Between Classroom and Behind-the-Wheel Instruction



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Module Overview

Module Overview

1. Prior to this module, we discussed Student Assessment and Evaluation.
2. This module is titled “Coordination Between Classroom and Behind-the-Wheel Instruction.”
3. The purpose of this module is to identify how to integrate classroom and behind-the-wheel instruction through communication and coordination.
4. This module will cover two topics:
 - Coordinating and communicating with the behind-the-wheel instructor.
 - Transitioning and relating classroom content to behind-the-wheel instruction.
5. By the end of this module, you will be able to:
 - Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
 - Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon an approved teen driver education curriculum.
 - Describe the educational benefit of a concurrent and integrated driver education program.
 - Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
 - Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

Module Overview

Module Overview

6. During the module, you will be required to participate in group discussion and activities lead by the instructor.
7. During the module, you will be evaluated through questions and answers. There will be a 10-point quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 90 minutes.
9. This module will help you to integrate the driver education classroom and behind-the-wheel courses.

Key Words:

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

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Section 1: Coordinating and Communicating with the Behind-The-Wheel Instructor

Introduction Section 1 will cover how to coordinate lessons and communicate with the behind-the-wheel instructor.

Coordinating lessons with the behind-the-wheel instructors The classroom instructor should coordinate behind-the-wheel lessons with the behind-the-wheel instructors.

Classroom, behind-the-wheel, observation time and laboratory instruction should be concurrent, no break between phases and integrated, meaning scheduled to include an alternating mix of instruction (classroom sessions and behind-the-wheel sessions) throughout the duration of the course.

Methods of communicating with the behind-the-wheel instructors It is important for the classroom and behind-the-wheel instructors to communicate. Communication can occur through:

- Planned meetings
- Student driving records
- Classroom instructor participate in BTW observations (ride along, be aware of all BTW routes and the order skills are taught)
- BTW instructor participate in classroom observations (sit in on classroom, be aware of all classroom lessons and the order material is taught)

Section 1: Coordinating and Communicating with the Behind-The-Wheel Instructor

Activity

Activity #1: Create a Wall Chart

You will be divided into two teams: BTW or classroom. The white board will be divided and each team will use a different color marker. Each team brainstorms and lists concepts or objectives that are taught under either the BTW or Classroom portion of Driver Education. After teams complete, switch and review the other team's responses.

Activity

Activity #2: Discussion on Tools to Connect Instructors of Different Phases

Your instructor will lead a discussion on what are the tools instructors need to connect with each other for the different phases of the course and how to use them to communicate with other instructors, parents, and teens?

Section 1
Summary

This section covered how to coordinate lessons and communicate with the behind-the-wheel instructor.

Section 2: Transitioning and Relating Behind-the-Wheel Instruction to Classroom Content

Introduction Section 2 will cover how to transition and relate behind-the-wheel instruction to classroom content.

Transitioning and relating behind-the-wheel lesson to classroom content Classroom Instructors and BTW Instructors will create, maintain, and use a list of questions specific to each BTW lesson. Similar questions will be used in class discussions, BTW lessons, and observer activities.

Questions will pertain to:

- classroom content
- key words
- text book content
- videos
- state driving manual

Section 2: Transitioning and Relating Behind-the-Wheel Instruction to Classroom Content

Activity

Activity #3: Common Vocabulary

Your instructor will lead a class discussion regarding the need for a common vocabulary. Each instructor candidate will share a concept from the classroom that needs to be shared during the in-vehicle lesson.

Activity

Activity #4 Curriculum Flow Chart

Your instructor will provide you with a curriculum flow chart to review and identify the flow of concepts through the driver education program.

Section 2
Summary

This section covered how to transition and relate classroom content to behind-the-wheel instruction.

Module Summary

Module Summary

The purpose of this module was to identify how to integrate classroom and behind-the-wheel instruction through communication and coordination.

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

- Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
- Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon an approved teen driver education curriculum.
- Describe the educational benefit of a concurrent and integrated driver education program.
- Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
- Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

The information that was presented in this module is essential to integrate the driver education classroom and behind-the-wheel courses.

Key Words

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

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Coordination	B. Concurrent	C. Integrated
D. Transitioning	E. Communicating	F. Relating

1. _____ Classroom, behind-the-wheel and observation time runs simultaneously with no break between phases.
2. _____ The organization and integration of the classroom and behind-the-wheel courses to enable them to work together effectively.
3. _____ To establish or demonstrate a connection between the classroom course and the behind-the-wheel course.
4. _____ To convey information about the classroom course to the behind-the-wheel instructor and vice versa.
5. _____ An alternative mix of classroom, behind-the-wheel and observation time throughout the duration of the course.
6. _____ Changing from classroom instruction to behind-the-wheel instruction.

Summary Sheet

Summary
Sheet

Coordinating lessons with the classroom instructor

The classroom instructor should coordinate lessons with the behind-the-wheel instructor.

Classroom, behind-the-wheel, observation time and laboratory instruction should be concurrent, no break between phases and integrated, meaning scheduled to include an alternating mix of instruction (classroom sessions and behind-the-wheel sessions) throughout the duration of the course.

Methods of communicating with the classroom instructor

It is important for the classroom and behind-the-wheel instructor to communicate. Communication can occur through:

- Planned meetings
- Student driving records
- Classroom instructor participate in BTW observations
- BTW instructor participate in classroom observations

Transitioning and relating behind-the-wheel instruction to classroom content

Classroom Instructors and BTW Instructors will create, maintain, and use a list of questions specific to each BTW lesson. Similar questions will be used in class discussions, BTW lessons, and observer activities.

Questions will pertain to:

- classroom content
- key words
- text book content
- videos
- state driving manual

Module 5

Peer Teaching Presentations



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Section 2: Conducting a Lesson	5-4
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Module Review Activity: Key Word Matchup	5-7
Summary Sheet	5-8

Module Overview

Module Overview

1. Prior to this module, we discussed Coordination Between Classroom and Behind-the-Wheel Instruction.
2. This module is titled “Peer Teaching Presentations.”
3. The purpose of this module is to discuss and conduct the peer teaching presentations.
4. This module will cover two topics:
 - Conducting an Introduction/Summary.
 - Conducting a Lesson.
5. By the end of this module, you will be able to:
 - Describe how you will be evaluated during the peer teaching presentation.
 - Prepare for the driver education lesson.
 - Teach a driver education lesson.
6. During the module, you will be evaluated by conducting a 5-10 minute introduction/summary and at least two 20 – 30 minute lesson presentations.
7. Time for this module will be determined by the number of students presenting. For twelve instructor candidates to conduct a 5-10 minute introduction/summary and two 20-30 minute presentations with 15 minutes of comment/feedback would be 12 hours. There should be a 1:4 ratio to allow for feedback and support from instructors.
8. This module will help you gain experience in teaching from an approved novice driver education curriculum which covers the driving task.

Key Words:

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

Presentation	Peer evaluation	Lesson Summary
--------------	-----------------	----------------

Section 1: Conducting an Introduction/Summary

Introduction Section 1 will cover how to prepare for the 3-5 minute introduction/summary and what is expected of you during the presentation.

Preparations
for the 3-5
minute
introduction/
summary

1. You will be evaluating each presenter.
2. Review the motivational guidelines.
 - The purpose is to get the student ready to learn.
 - The student's perspective during this phase is "why should I learn"?
 - The students must be made aware at the onset of each lesson:
 - What he or she will be able to do.
 - Why it is important or useful to be able to do it (how it will benefit them).
 - What content will be covered.
 - What activities will take place.

After the presentation determine:

- Were the objectives stated?
- Did the presenter explain the importance of the lesson?
- Did the presenter relate the information to the students' prior knowledge or previous lessons taught?
- Did the presenter outline the content and explain the activities for the lesson?
- Did the presenter explain how the students would be evaluated?

Section 1
Summary This section covered how to prepare for the 3-5 minute introduction/summary and what is expected of you during the presentation.

Section 2: Conducting a Lesson

Introduction Section 2 will cover how to prepare and present two 20-30 minute presentations.

Two 20-30 minute presentations You will be required to conduct two 20-30 minute presentations, which will include the following:

- Importance of the lesson
- Relate to students prior knowledge or lesson taught
- Outline the content and explain activities for the lesson
- Explain how students will be evaluated
- Summarize the lesson

Section 2: Conducting a Lesson

The two 20-30 minute presentations – continued

1. Every student will participate in constructive critiques of other students' twenty minute presentation.
 - You will use the Presentation Critique Form and Peer Evaluations Form to document the presenter's performance.
 - Class will briefly discuss the critiques forms following each practice session.
 - After discussion, the presenter will be given the critique forms so that he or she can review his or her performance in detail.
 - Using the Peer Evaluation Form make sure scores are recorded at top of form.
 - If presenters wish to see their final grade they may at the end of class.

Section 2
Summary

This section covered how to prepare and present two 20-30 minute presentations.

Module Summary

Module Summary

The purpose of this module was to discuss and conduct the student teaching presentations.

This module covered two topics:

- Conducting an Introduction/Summary.
- Conducting a Lesson.

The information that was presented in this module is essential to gain experience in teaching from an approved novice driver education curriculum which covers the driving task.

Key Words

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

Presentation	Peer evaluation	Lesson summary
--------------	-----------------	----------------

Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Presentation	B. Peer evaluation	C. Lesson summary
------------------------	---------------------------	--------------------------

1. _____ A brief statement that gives the most important information about the lesson and what was discussed.
2. _____ Actively showing, describing or explaining content from a unit of instruction out of the driver education curriculum to your instructor and peers.
3. _____ Constructive critique and input on other student's presentations.

Summary Sheet

Summary
Sheet

Preparations for the 3-5 minute introduction/summary

Review the motivational guidelines: get the student ready to learn, explain what he or she will be able to do, how it will benefit them, what content will be covered and what activities will take place.

After the presentation determine if the presenter: stated the objectives, explained the importance of the lesson, related the information to the student's prior knowledge, outlined the content, explained the activities for the lesson and explained how the students would be evaluated.

Two 20-30 minute presentations

The presentations will include: importance of the lesson, relate to students prior knowledge or lesson taught, outline the content and explain activities for the lesson, explain how students will be evaluated and summarize the lesson.

Every student will participate in constructive critiques of other student's presentations by completing peer evaluation forms.

Module 6
Classroom Teaching and Learning
Theories Course Wrap-Up



Module Contents

Module Overview..... 6-2

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Module Summary 6-4

Summary Sheet 6-5

Module Overview

Module Overview

1. Prior to this module, we discussed Peer Teaching Presentations.
2. This module is titled “Classroom Teaching and Learning Theories Course Wrap-Up.”
3. The purpose of this module is to provide a summary of the Classroom Teaching and Learning Theories Course and answer any questions before taking the knowledge test.
4. This module will last approximately 30 minutes.
5. This module will provide a summary of the course, help you have additional questions answered, complete course evaluation forms and to receive a certificate of completion.

Section 1: Summary of Classroom Teaching and Learning Course

Introduction Section 1 will provide a summary of the Classroom Teaching and Learning Course.

The main topics in this course

In this course, you learned:

- The importance of studying a lesson plan.
- How to prepare the classroom with seating arrangements, setting up visual displays and having handouts available.
- How to develop visual aids to generate interest and increase understanding.
- Coaching is a learner-centered method that engages body, mind and emotions to develop inner and outer awareness and responsibility with an equal relationship between the learner and the coach or instructor.
- How to define your objectives for each class and try to remain focused on them.
- If time is running short go back and refocus on objectives, cut an exercise or activity short, conduct a rapid fire Q&A session.
- Formative assessments are utilized to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context.
- Summative assessments measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark.
- The classroom instructor should coordinate behind-the-wheel lessons with the behind-the-wheel instructor. Classroom, behind-the-wheel, observation time and laboratory instruction should be concurrent, meaning simultaneously, no break between phases and integrated, meaning scheduled to include an alternate mix of instruction throughout the duration of the course.

Module Summary

Module Summary

The purpose of this module was to provide a summary of the course and help you have additional questions answered.

This module covered one topic:

- Summary of classroom teaching and learning course.

The information that was presented in this module is essential for understanding the classroom teaching and learning course and to prepare for the knowledge test.

Summary Sheet

The process for preparing to teach

Process for Preparing to Teach

It is important to study the lesson plan so you know the lesson objectives, the audience, the topical content to be covered, the learning activities to be conducted, questions to be asked and can identify, in advance, the need for revising or modifying any content or materials. It can take 1 to 1-1/2 hours of preparation time per each hour of instruction time to train from a lesson plan for the first time.

Using the four-step teaching and learning process to teach

Using The Four-Step Teaching and Learning Process to Teach

1. Motivation

- Get the student ready to learn, cover what content will be covered and activities to take place, provide objectives, why it is useful to be able to do it, benefits of the lesson, relate the subject matter to the student's prior learning.

2. Presentation

- Present the lesson content through discussion or lecture, use simple language, be familiar with the lesson, use eye contact, be yourself.

3. Application

- Give the students the opportunity to apply what they have learned, challenges the student, aids in retention, ask questions, pose problems and exercises, provide realistic learning activities, provide hands-on practice, assign homework.

4. Evaluation

- To evaluate the students' comprehension, must be on-going, oral questions, directly related to the stated objectives, student-led demonstrations, formal test, homework.

Summary Sheet

Classroom
management

Preparing the Classroom

To prepare the classroom you need to make seating and table arrangements, control the climate and lighting, set up wall charts and other permanent displays, arrange chalkboard/flip-chart and instructor's podium, set up projector/screen and video monitor, have student materials and handouts ready.

Developing Visual Aids

Visual aids help to generate interest, help to arouse curiosity, help to increase understanding, aid in the retention of information, give a more favorable attitude toward learning, make learning more enjoyable and more interesting, and help to show sequential steps in a process.

Well-designed visual aids meet the objectives of the module being taught, support the lesson plan, aid in retention, are up-to-date and contain accurate information, make learning more enjoyable and interesting, are well-designed to generate interest for this audience, can be easily produced and reproduced.

Maintaining Leadership in the Classroom

As an instructor, you need to be able to maintain leadership in the classroom. There are many things you can do to establish gentle teacher authority, including taking a central position in the room, being well-prepared and being brisk and firm without being harsh.

Observing and listening to students

Observe students continuously and listen to student comments and questions carefully. Adjust your teaching style based on what you observe and hear from your students. Maintain eye contact with students all the time.

Time Management

Define your objectives for each class and try to remain focused on them. Be flexible. Be able to reshape your lesson plan on the fly, to respond to the demands of different groups. Allow for time for questions on difficult topics/concepts. Build time for questions into your lesson plan. Prioritize your established tasks to ensure that you cover the most important concepts/subjects. Always keep an eye on the passage of time during class.

Summary Sheet

Classroom
management

Time Constraints

If time is running short, there are a number of things you can do. Reduce interaction, go back and refocus on objectives, cut an exercise or activity short, conduct a rapid fire Q&A session to see how much information students already understand and then decide how to compress time or poll the class to get their impression of which information they need the most help.

Class Disrupters

Learners can sometimes be disruptive. There are four types of class disrupters: the strong extrovert (needs to say something), long winded (wants or needs more participant involvement), an authority figure (wants to take something out on the instructor) and Gotcha! (wants to display superior knowledge to the instructor).

When dealing with class disrupters, respond to those participants in ways, which meet their needs and the instructor's, while keeping the class on target. If a participant is truly persistent to the point of being obnoxious, then deal with them one-on-one in private to let them know your feelings and concerns.

Controlling Student Behavior

You can communicate calm control and seriousness by your facial expressions, posture, maintaining eye contact and asking pre-directed questions.

Managing Discussions

To manage discussions recognize when a discussion is getting off track. Be sure NOT to criticize the discussion and keep time frames in mind.

It is important to listen to student comments and questions carefully. Adjust your teaching style based on what you observe and hear from your students.

Summary Sheet

Student
assessment
and evaluation

Developing and implementing a plan for the assessment of student progress

Select, design, or develop evaluative devices which measure the behavior sought in the specified performance objectives for each learning experience and determine if the activities performed by the instructor facilitated student achievement.

Formulate a plan of grading consistent with school policy and the performance orientation of driver education.

Construct evaluation instruments for effectively assessing student performance including checklists, rating scales, and other performance measures.

Identifying student shortcomings and determining actions to alleviate the problem

Use results of student performance, develop means of assessing individual contributions or learning which results from small group work, reassign students into homogenous groups when appropriate, monitor student progress to provide constructive feedback, conduct instructor-student-parent conferences.

Ongoing (Formative) Assessments vs. End of Unit or Course (Summative) Assessments

Ongoing (Formative) assessments are utilized to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context. Common procedures of formative assessment include feedback, self-assessment, observation and portfolios.

End of unit or course (Summative) assessments measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark. Common procedures of summative assessment include end of unit tests or projects, course grades and portfolios.

Summary Sheet

Integrating
classroom with
BTW

The classroom instructor should coordinate behind-the-wheel lessons with the behind-the-wheel instructor.

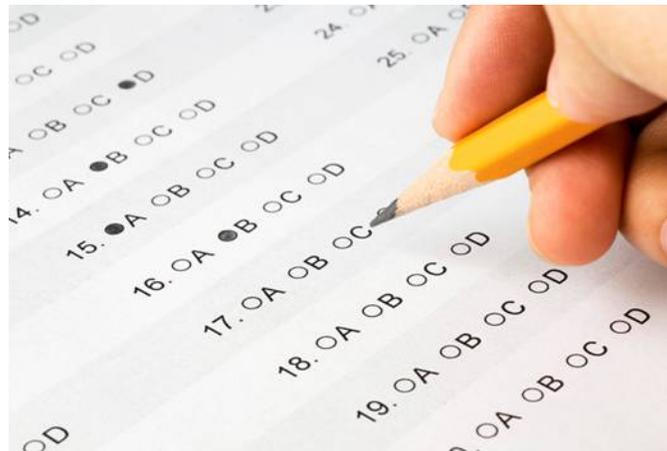
Classroom, behind-the-wheel, observation time and laboratory instruction should be concurrent, meaning simultaneously, no break between phases and integrated, meaning scheduled to include an alternate mix of instruction throughout the duration of the course.

It is important for the classroom and behind-the-wheel instructor to communicate. Communication can occur through:

- Planned meetings
- Student driving records
- Classroom instructor participate in BTW observations (ride along, be aware of all BTW routes and the order skills are taught)
- BTW instructor participate in classroom observations (sit in on classroom, be aware of all classroom lessons and the order material is taught)

Module 7

Classroom Teaching and Learning Theory Knowledge Test



Module Contents

Module Overview..... 7-2

Section 1: The Classroom Teaching and Learning Theory Knowledge Test..... 7-3

Module Summary 7-5

Module Overview

Module Overview

1. Prior to this module, you were provided with a course wrap-up.
2. This module is titled “Classroom Teaching and Learning Theory Knowledge Test.”
3. The purpose of the module is to provide you with a clear understanding of the examination requirements; and to demonstrate that you have a firm understanding of the knowledge, and attitude necessary to become a classroom driver education instructor or continue to the Teaching and Learning Theory for Behind-the-Wheel Course.
4. We now turn our attention to the Classroom Teaching and Learning Theory Knowledge Test. This module covers one topic:
 - Classroom Teaching and Learning Theory knowledge test.
5. By the end of this module, you will be able to:
 - Demonstrate an understanding of the knowledge necessary for being a driver education instructor.
 - Demonstrate an understanding of the attitudes and responsibilities necessary for being a classroom driver education instructor.
 - Successfully pass the Classroom Teaching and Learning Theory Knowledge Test with an 80% accuracy.
6. This module will last approximately 1 hour.
7. This module will help you understand the Classroom Teaching and Learning Theory Knowledge Test for completion of the Classroom Teaching and Learning Theory course.

Section 1: The Classroom Teaching and Learning Theory Knowledge Test

Introduction Section 1 will cover what to expect from the Classroom Teaching and Learning Theory Knowledge Test.

The Classroom Teaching and Learning Theory knowledge test

1. Consists of 30 multiple choice questions.
2. There are three alternatives for each question (a, b and c).
3. Pick the response that best answers the question.
4. You must pass with a score of 80% or higher to complete the Classroom Teaching and Learning Theory Course.
5. You have one hour to complete the test.
6. When finished remain in the room and your instructor will collect the test and answer sheet.

Section 1 Summary

This section covered what to expect from the Classroom Teaching and Learning Theory Knowledge Test.

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Module Summary

Module Summary

The purpose of this module was to provide you with a clear understanding of the examination requirements; and to demonstrate that you have a firm understanding of the knowledge, and attitude necessary to become a classroom driver education instructor or continue to the Teaching and Learning Theory for Behind-the-Wheel Course.

This module covered one topic:

- Classroom Teaching and Learning Theory knowledge test.

The information that was presented in this module is essential for understanding the Classroom Teaching and Learning Theory Knowledge Test for completion of the Classroom Teaching and Learning Theory course.

Part II Addendum

Module A

Optional Content

Online Driver Education and Virtual Classroom



NOTE: The instructor should use their discretion as to what topics to cover in this module. This module may not need to be covered in detail, but provides a sample of what could be covered in the course. If your state does not have specific content for these topics use this module to teach these topics.

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Activity #5: Experience Participating in a Virtual Classroom	A-6
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Module Overview

Module Overview

1. Prior to this module, we discussed classroom teaching and learning theory.
2. This module is titled “Online Driver Education and Virtual Classroom.”
3. The purpose of this module is to discuss online driver education and virtual classrooms.

For more specific information on these topics, you will need to seek further training.
4. This module will cover two topics:
 - Online driver education.
 - Virtual classroom.
5. By the end of this module, you will be able to:
 - Describe the instructor’s role in online driver education.
 - Explain how to prepare, design and teach an online driver education course.
 - Describe how to utilize a virtual classroom for a driver education course.
 - List the benefits of a virtual driver education classroom.
6. During the module, you will be required to participate in group discussion and activities.
7. During the module, you will be evaluated through questions and answers. There will be a 7-question quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 45 minutes.
9. This module will help you to understand online driver education and virtual classrooms.

Key Words:

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

Online driver education	Virtual driver education instruction	Synchronous
Asynchronous		

Section 1: Online Driver Education

Introduction Section 1 will cover the role and use of online driver education, including how to prepare for, design and teach an online course. Online driver education is a course where the classroom/theory portion is delivered via the Internet.

The instructor's role in online driver education

- The instructor's role in the online course is different from that of a classroom instructor. It is just as vital to the movement of students toward achieving learning goals, but in different ways.
- Perhaps to a greater degree than the traditional classroom, the online environment allows the instructor to model the behavior of a learner for his or her students.
- Perhaps an instructor's greatest stumbling block as an online instructor newbie is the unconscious, instinctive tendency to teach as they had been taught.

Activity **Activity #1: Enroll in an Online Course**
Enroll in an online course, driver education or other subject to help identify what can and cannot be transferred from the traditional classroom to the online course.

Activity **Activity #2: Concept Application**
With an online traffic scene, have instructor candidates order the sequence of events that could lead them to take evasive action.

How to prepare for your online course

- Prepare to teach online.
- Build a course outline.
- Create a course schedule with clear deadlines.
- Plan for ongoing quality assurance.
- Ensure support from your administration.
- Provide technical support.

Section 1: Online Driver Education

How to design your online course

- Format your course so that students can focus on the content.
- Design a learning community that is collaborative, engaging and inclusive.
- Find and use appropriate course materials and resources.
- Develop rich, relevant learning activities to support your learning objectives.
- Include a balanced mixture of individual and group learning activities.
- Recognize that pacing in an online course is different.
- Provide equal accessibility to all students.

Activity

Activity #3: Concept Application with Instruction and Assessment

View a short video online clip and observe and analyze potential risks and make recommendations on how to manage the risks.

Activity

Activity #4: Group Processing

After viewing an online video on drinking and driving with a small group of students via discussion board on the Web will interact and determine what actions are helpful and will make decisions about the appropriate action to minimize someone from drinking and driving.

How to teach your online course

- Provide a comprehensive set of informational materials.
- Facilitate discussions in a way that keeps students on-task, promotes full participation, and encourages peer collaboration.
- Engage with your students without over-engaging.
- Assess student work and provide feedback.

Section 1 Summary

This section covered the role and use of online driver education, including how to prepare for, design and teach an online course.

Section 2: Virtual Classroom

Introduction Section 2 will cover how to utilize a virtual classroom, applications for employing the virtual classroom and benefits of a virtual classroom. A virtual classroom is an online learning environment. The environment can be web-based and accessed through a portal or software-based and require a downloadable executable file.

- Utilizing a Virtual Classroom
- Just like in a real-world classroom, a student in a virtual classroom participates in synchronous instruction, meaning the instructor and students are logged into the virtual learning environment at the same time.
 - Many schools and businesses have rolled out virtual classrooms to provide synchronous distance education.
 - Virtual classroom software applications often employ multiple synchronous technologies, such as web conferencing, video conferencing, livestreaming, and web-based VoIP (web-based telecommunication) to provide remote students with the ability to collaborate in real time.
 - To enhance the educational process, applications may also provide students with asynchronous communication tools, such as message boards and chat capabilities, meaning the communication exchanges occur in elapsed time between two or more people.
 - Instructor led virtual classrooms can be very different from the static, unsupervised activities.
 - They have many benefits like immediate feedback and access to instructors and a face-to-face feeling.
 - Because there is an instructor in the environment with you while you are doing or looking at activities your experience may more closely resemble a real classroom experience.
 - Instructor led virtual classrooms can also be more interactive providing for a more effective experience.

Section 2: Virtual Classroom

Activity

Activity #5: Experience Participating in a Virtual Classroom

Use the following formats while using an appropriate driver education topic:

Whiteboard and electronic flip charts- Instructors can use whiteboard to record class notes and highlight important details of discussion.

Live Class Discussions- From their various locations students can interact through a content related discussion topic.

Online Chat- Similar to the Live Class Discussion, students can use text features to discuss topics with classmates.

Question and Answer Sessions – Provides students the opportunity to ask any questions they may have and receive feedback.

Live Lectures- Using multiple features of various programs the instructor may present a virtual lecture online to present content.

Section 2
Summary

This section covered how to use a virtual classroom and the benefits.

Module Summary

Module
Summary

The purpose of this module was to cover online driver education and virtual classrooms.

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

- Describe the instructor’s role in online driver education.
- Explain how to prepare, design and teach an online driver education course.
- Describe how to utilize a virtual classroom for a driver education course.
- List the benefits of a virtual driver education classroom.

The information that was presented in this module will help you to understand online driver education and virtual classrooms.

Key Words

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

Online driver education	Virtual driver education instruction	Synchronous
Asynchronous		

Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Online driver education	B. Virtual driver education instruction	C. Synchronous
D. Asynchronous		

1. _____ An online learning environment that is either web-based and accessed through a portal or software-based and requires a downloadable executable file.
2. _____ Communication exchanges which occur in elapsed time between two or more people.
3. _____ A course where the classroom/theory portion of driver education is delivered via the Internet.
4. _____ The instructor and students are logged into the virtual learning environment at the same time.

Summary Sheet

Summary Sheet

The instructor's role in online driver education

The instructor's role in the online course is different from that of a classroom instructor. It is just as vital to the movement of students toward achieving learning goals, but in different ways.

How to design an online course

- Format your course so that students can focus on the content.
- Design a learning community that is collaborative, engaging and inclusive.
- Find and use appropriate course materials and resources.
- Develop rich, relevant learning activities to support your learning objectives.
- Include a balanced mixture of individual and group learning activities.
- Recognize that pacing in an online course is different.
- Provide equal accessibility to all students.

How to teach your online course

- Provide a comprehensive set of informational materials.
- Facilitate discussions in a way that keeps students on-task, promotes full participation, and encourages peer collaboration.
- Engage with your students without over-engaging.
- Assess student work and provide feedback.

Utilizing a virtual classroom

- A student in a virtual classroom participates in synchronous instruction, meaning the instructor and students are logged into the virtual learning environment at the same time.
- Virtual classroom software applications often employ multiple synchronous technologies, such as web conferencing, video conferencing, livestreaming, and web-based VoIP (web-based telecommunication) to provide remote students with the ability to collaborate in real time.
- Because there is an instructor in the environment with you while you are doing or looking at activities your experience may more closely resemble a real classroom experience.

Part II Addendum

Module B

Optional Content

Addressing Special Needs



NOTE: This module may not need to be covered in detail, but provides a sample of what could be covered in the course. If your state does not have specific content for this topic use this module to teach this topic.

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Module Overview

Module Overview

1. Prior to this module, we discussed classroom teaching and learning theory.
2. This module is titled “Addressing Special Needs.”
3. The purpose of this module is to discuss how to recognize and address special learning and physical needs in the driver education classroom.

For more specific information on this topic, you will need to seek further training.
4. This module will cover two topics:
 - How to recognize and address special learning needs.
 - How to recognize and address special physical needs.
5. By the end of this module, you will be able to:
 - Recognize and address special learning needs in the driver education classroom.
 - Recognize and address special physical needs in the driver education classroom.
6. During the module, you will be required to participate in group discussion and activities.
7. During the module, you will be evaluated through questions and answers. There will be a 5-question quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 30 minutes.
9. This module will help you to recognize and address special needs in the classroom.

Key Words:

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

Special learning needs	Special physical needs	
------------------------	------------------------	--

Section 1: Recognizing and Addressing Special Learning Needs in the Classroom

Introduction Section 1 will cover how to recognize and address special learning needs in the classroom.

How to recognize special learning needs in the classroom A special learning need can be defined as "any various cognitive, neurological, or psychological disorders that impede the ability to learn, especially one that interferes with the ability to learn mathematics or develop language skills." Types of learning needs include:

- Auditory processing disorder
- Language processing disorder
- Genetic disorders or general learning disorders
- Dyslexia / Dysgraphia
- Non-verbal learning disorders
- Attention deficit hyperactivity disorder (ADD/ADHD)
- Autism

Learning needs can look different from one person to another. It is not always easy to identify learning needs because there is no single symptom or profile that you can look to. However, there are some signs you can look for:

- Difficulty with reading comprehension or math skills
- Trouble with open-ended test questions and word problems
- Dislikes reading and writing; avoids reading aloud
- Spells the same word differently in a single document
- Poor organizational skills (desk is messy and disorganized)
- Trouble following classroom discussions and expressing thoughts aloud
- Poor handwriting

Section 1: Recognizing and Addressing Special Learning Needs in the Classroom

How to address special learning needs in the classroom

To address special learning needs in the classroom:

- Speak slowly and carefully
- Show rather than explain by supplementing with visual cues, signals and handouts.
- Present instructions orally
- Allow frequent breaks
- Extend allotted time for a test
- Reduce the impact that writing has on the class without substantially changing the process
- Change the assignments or expectations to meet the student's individual needs
- Allow more time for tasks
- Make instructions clear and specific
- Be patient and consistent

Section 1
Summary

This section covered how to recognize and address special learning needs in the classroom.

Section 2: Recognizing and Addressing Special Physical Needs in the Classroom

Introduction Section 2 will cover how to recognize and address special physical needs in the classroom.

How to recognize special physical needs

- A wide range of conditions may limit mobility and/or hand functions. Among the most common permanent disorders are:
 - musculoskeletal disabilities, such as partial or total paralysis,
 - amputation or severe injury,
 - arthritis,
 - active sickle cell disease,
 - muscular dystrophy,
 - multiple sclerosis
 - cerebral palsy
- Additionally, health impairments (e.g., cancer, HIV/AIDS, cystic fibrosis, respiratory and cardiac diseases) may be debilitating and, consequently, affect mobility.
- These conditions also may impair the strength, speed, endurance, coordination, and dexterity necessary for proper hand function.
- Conditions such as cerebral palsy often involve sensory and speech dysfunction.
- While the degree of disability varies, students may have difficulty getting to or from class, performing in class, or managing out-of-class tests and assignments.

Section 2: Recognizing and Addressing Special Physical Needs in the Classroom

How to address physical needs in the classroom

- Create a learning space that can accommodate wheelchairs and other assistive devices.
- Treat them the same as other students. Focus on what they can do and their strengths.
- Ask the student if they would like help before giving it.
- When talking with a student in a wheelchair for longer than a minute or 2, kneel down to their level so more face to face.
- Don't pat a student in a wheelchair on the head or lean or hang off of a wheelchair.
- Set up a buddy system so that another student can take notes for the student with the disability.
- Adjust or modify specific assignments such as an alternative presentation format in place of an oral presentation.
- Make sure that everything is relevant to the student you are working with.
- Be sure to track progress carefully to help you define when the student is ready for the next milestone.
- When the student has reached the goal, be sure to use the skill regularly to ensure mastery of the skill continues.

Section 2
Summary

This section covered how to recognize and address special physical needs in the classroom.

Module Summary

Module
Summary

“The purpose of this module was to cover addressing special physical and learning needs.”

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

- Recognize and address special learning needs in the driver education classroom.
- Recognize and address special physical needs in the driver education classroom.

The information that was presented in this module will help you to recognize and address special physical and learning needs in the classroom.

Key Words

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

Special learning needs	Special physical needs	
------------------------	------------------------	--

Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Special learning needs	B. Special physical needs	
----------------------------------	----------------------------------	--

1. _____ Limits mobility and/or hand functions.
2. _____ Any various cognitive, neurological, or psychological disorders that impede the ability to learn.

Summary Sheet

Summary
Sheet

How to Address Learning Needs in the Classroom

- Speak slowly and carefully
- Show rather than explain by supplementing with visual cues, signals and handouts.
- Present instructions orally
- Allow frequent breaks
- Extend allotted time for a test
- Reduce the impact that writing has on the class without substantially changing the process.
- Change the assignments or expectations to meet the student's individual needs.
- Allow more time for tasks.
- Make instructions clear and specific.
- Be patient and consistent.

How to Address Physical Needs in the Classroom

- Create a learning space that can accommodate wheelchairs and other assistive devices.
- Treat them the same as other students. Focus on what they can do and their strengths.
- Ask the student if they would like help before giving it.
- When talking with a student in a wheelchair for longer than a minute or 2, kneel down to their level so more face to face.
- Don't pat a student in a wheelchair on the head or lean or hang off of a wheelchair.
- Set up a buddy system so that another student can take notes for the student with the disability.
- Adjust or modify specific assignments such as an alternative presentation format in place of an oral presentation.
- Make sure that everything is relevant to the student you are working with.
- Be sure to track progress carefully to help you define when the student is ready for the next milestone.
- When the student has reached the goal, be sure to use the skill regularly to ensure mastery of the skill continues.

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



Participant Workbook

Developed By:

The Association of National Stakeholders in Traffic Safety
Education

ANSTSE

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2017 Driver Education Instructor Training

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



Course Syllabus

Developed By:

The Association of National Stakeholders in Traffic Safety
Education

ANSTSE

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

Course Description:

This course will help prepare you to become a behind-the-wheel instructor and to help the novice driver to develop vehicle operational skills. The purpose of the Behind-the-Wheel Teaching and Learning Theory Course is to train individuals to conduct in-vehicle driver education. The course is designed to provide learning activities that focus on preparing the prospective driver instructor to conduct activities, which will develop vehicle operational skills for the novice driver. Emphasis is placed on laboratory organization and administration, maintaining a learning environment, developing laboratory instructional modules, and the conduct of learning experiences.

Course Objectives:

- Develop and conduct learning activities to meet objectives for developing performances and behavior as identified in an approved Driver Education Curriculum.
- Identify resource materials for use in the driver education laboratory setting.
- Utilize and edit lesson plans for on-street instruction.
- Utilize or modify a route plan based on a behind-the-wheel lesson plan.
- Describe how to give directions that are simple and understandable.
- Describe when it may be necessary for the instructor to manage and take control of the vehicle.
- Demonstrate command and control of the vehicle.
- Understand and demonstrate in-vehicle teaching techniques.
- Demonstrate the various coaching techniques.
- Identify and describe the various types of in-vehicle evaluations.
- Demonstrate the methods for communicating and connecting with the classroom teacher, BTW teacher, teen, and parents.

Course Topics:

- **Lesson plans for in-vehicle instruction**
 - Lesson plan format
 - Different driving situations
 - On-street route development
 - BTW Activity
- **Managing the mobile classroom**
 - Preparing to drive
 - Giving directions
 - How to use mirrors during in- vehicle instruction
 - Challenges to in-vehicle training
 - Changing drivers and observer responsibilities
 - BTW Activity
- **In-vehicle teaching techniques**
 - Commentary teaching
 - Coaching the driver
 - In- vehicle instruction techniques
 - Evaluating and summarizing an in- vehicle lesson
 - BTW Activity
- **Driver evaluation**
 - Types and characteristics of in- vehicle evaluation
 - How to evaluate the driver
 - Providing feedback to the driver
 - BTW Activity
- **Command and Control of the Mobile Classroom**
 - Managing and Taking Control of the Vehicle
 - Utilizing a dual brake in the Vehicle
 - What to do in an emergency or collision
 - BTW Activity
- **Putting it All Together and Practice Teaching**
 - Overview of Part III
 - Peer Teaching Assignments
 - Lesson Plan Format
 - BTW Activity
- **Peer teaching driving route demonstrations**
 - Conducting a practice driving route
- **Coordination between classroom and behind-the-wheel instruction**
 - Coordinating and communicating with the classroom instructor
 - Transitioning and relating classroom content to classroom content

- **On-board technologies**
 - The role and use of on-board technologies
- **Optional –driving ranges and driving simulators**
 - The role and use of driving simulators
 - The role and use of driving ranges

Required Resources:

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

Instructor Candidate/Participant Assignments and Grading:

- Full attendance of the course is mandatory for successful completion.
- During this course you will be required to participate in:
 - Planned activities
 - Group discussions
 - Questions and answers
- There will be a quiz at the end of every module, which you must complete with at least 80% accuracy. One retake is permissible.
- You must successfully deliver at least two on-road evaluations:
 - Each instructor candidate will deliver at least two on-road evaluations. Each evaluation will be assigned points.
 - You will be required to turn in lesson plans for each driving situation lesson being taught. Lesson plans must be typed.
- You must pass the end of course knowledge test with at least 80% accuracy.

Duration of Course: 35 hours (5 days in length)

Orientation

Behind-the-Wheel Theories Course Introduction and Overview



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Welcome and Purpose of the Behind-the-Wheel Theory Course

Welcome Welcome to the Behind-the-Wheel Theory course. We are pleased to be a part of this important course and look forward to working with all of you.

This course will help prepare you to become a behind-the-wheel instructor and to help the novice driver to develop vehicle operational skills.

Review of Part I In Part I Fundamental Concepts of Teaching and Learning you gained an understanding of the teaching and learning process and the knowledge, skills and attitudes necessary to teach driver education. The four steps of teaching and learning and the domains of learning were introduced. In this part, you learned how to use and modify a lesson plan, different types of questioning techniques and how to handle student responses and interact with students.

Review of Part II, if applicable In Part II Teaching and Learning Theories for Classroom you became a classroom instructor and practiced presenting content from a lesson plan. This part introduced strategies for classroom and time management and how to assess and evaluate students.

The purpose and importance of the Behind-the-Wheel Theory Course The purpose of the Behind-the-Wheel Theory Course is to train individuals to become professional instructors in driver education.

The course is designed to provide learning activities that focus on preparing the prospective driver educator to conduct activities, which will develop vehicle operational skills for the novice driver.

Emphasis is placed on laboratory organization and administration, maintaining a positive learning environment, developing laboratory instructional modules, and the conduct of learning experiences.

Objectives of the Behind-the-Wheel Theory Course

Objectives of the Behind-the-Wheel Theory Course

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

- Develop and conduct learning activities to meet objectives for developing performances and behavior as identified in an approved Driver Education Curriculum.
- Identify resource materials for use in the driver education laboratory setting.
- Utilize and edit lesson plans for on-street instruction.
- Utilize or modify a route plan based on a behind-the-wheel lesson plan.
- Describe how to give directions that are simple and understandable.
- Describe when it may be necessary for the instructor to manage and take control of the vehicle.
- Demonstrate command and control.
- Understand and demonstrate in-vehicle teaching techniques.
- Demonstrate the various coaching techniques.
- Identify and describe the various types of in-vehicle evaluations.
- Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

Course Completion Requirements

Course completion requirements

1. Full attendance of the course is mandatory for successful completion of the course.
2. Indicate how to make up missed time/work, if applicable.
3. During this course you will be required to participate in:
 - Planned activities
 - Group discussions
 - Questions and answers
4. There will be a quiz at the end of every module, which you must complete with at least 80% accuracy. One retake is permissible.
5. You will be required to turn in lesson plans for each driving environment lesson being taught. Lesson plans must be typed.
 - Must follow the Standard Lesson Plan Format.
6. You will be evaluated at least two times. These will be on-road evaluations. Please note that class size will determine if a third evaluation will be used.
 - Evaluations will be worth 75% of your grade.
7. You will be administered a final exam at the end of course. You must pass the end of course (multiple choice) knowledge test with at least 80% accuracy.
 - The final exam will be worth 25% of your grade.

Course Agenda

Course agenda The instructor will handout a course agenda.

- **Module 1** – Lesson Plans for In-Vehicle Instruction
- **Module 2** – Managing the Mobile Classroom
- **Module 3** – In-Vehicle Teaching Techniques
- **Module 4** – Driver Evaluation
- **Module 5** –Command and Control of the Mobile Classroom
- **Module 6** – Putting it All Together and Practice Teaching
- **Module 7** – Peer Teaching Driving Route Demonstrations
- **Module 8** – Coordination Between BTW and Classroom
- **Module 9** –On-Board Technologies
- **Module 10** – BTW Course Wrap-Up
- **Module 11** – BTW Knowledge Test
- **Addendum Module C** – Driving Ranges and Driving Simulators

Module Summary

Module Summary

The purpose of the Behind-the-Wheel Theory Course is to train individuals to become professional instructors in driver education. The course is designed to provide learning activities that focus on preparing the prospective driver educator to conduct activities, which will develop vehicle operational skills for the novice driver. Emphasis is placed on laboratory organization and administration, maintaining a positive learning environment, developing laboratory instructional modules, and the conduct of learning experiences.

This module covered four topics:

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

The information that was presented in this module is essential for understanding the purpose and objectives of the behind-the-wheel theory course and the course requirements.

Transition

The next module will cover lesson plans for in-vehicle instruction.

Module 1

Lesson Plans for In- Vehicle Instruction



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Module Overview

Module Overview

1. Prior to this module, you were provided with the Behind-the-Wheel Theory Introduction and Overview.
2. This module is titled “Lesson Plans for In-Vehicle Instruction.”
3. The purpose of this module is to give you an understanding of the in-vehicle instruction lesson plan structure.
4. This module will cover three topics:
 - Lesson plan format
 - Different driving environments
 - On-street route development
5. By the end of this module, you will be able to:
 - Modify and utilize lesson plans for on-street instruction, based on lesson plan objectives.
 - Describe the five different driving environments.
 - Modify and utilize on-street driving routes for all environments and for evaluation.
 - Describe the importance of planning for night driving in driver education.
6. During the module, you will be required to participate in group discussion and activities lead by the instructor. At the end of the module you will participate in a BTW activity to demonstrate your understanding of the content.
7. During the module, you will be evaluated through questions and answers. There will be a 10-point quiz at the end of the module which you must complete with at least 80% accuracy.
8. This module will last approximately 2 hours in the classroom and 3 hours behind-the-wheel.
9. This module will help you to modify and utilize BTW lesson plans and driving routes, understand the different driving environments, and the importance of night driving in driver education.

Key Words:

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

Expressway	Off-street lessons	Open highway/rural
Residential	Night driving	Suburban, Urban/business district

Section 1: Lesson Plan Format

Introduction Section 1 will discuss the in-vehicle lesson plan format and its various components, the definition of off-street lessons and the various off-street tasks that can be performed.

The in-vehicle lesson plan format and its various components

The cover page of each lesson plan shall include:

- Overall goals or objectives will be listed first for the lesson.
- The required entry level for the lesson will be described.
- Any resources that are needed to teach the lesson.
- Assignments or reading for the lesson.

Each page following the cover page will include one instructional objective. Each instructional objective shall include:

- The instructional objective shall be written out in sentence form.
- Content for the instructional objective.
- Learning activities, which will help support the objective.
- Learning activities for observers, if applicable.
- Anticipated problems, which may arise during the teaching of the objective.
- Method of evaluation. How are the students going to be evaluated on that particular objective?
- Materials, equipment and resources needed.

A copy of the route should be attached to the lesson plan as well. This should be typed and written in manner that is easy to follow.

Activity

Activity #1: BTW Lesson Plan

Your instructor will provide you with a sample BTW lesson plan to review in detail.

Section 1: Lesson Plan Format

Off-street lessons

Those driving skills needed before driving in the various on-street environments.

- Parking lots
- Multiple-car driving ranges

Activity

Activity #2: Off-Street Parking or Driving Range Diagram

Your instructor will show and describe an off-street parking or multiple-car driving range facility diagram to practice driving tasks.

Section 1: Lesson Plan Format

- Off-street tasks that can-be performed outside the vehicle
- Pre-start procedures.
 - Outside vehicle checks
 - Tires
 - Lights
 - Debris
 - Damage
 - Fluids

-
- Off-street tasks that can-be performed inside the vehicle
- Inside vehicle checks and adjustments
 - Items secured
 - Phone off
 - Adjust head restraint and seat position
 - Adjust mirrors
 - Gas gauge
 - Lock doors

-
- Example of vehicle checks
- LSMILE
- L – lock doors
 - S – seat belt, seat, steering wheel
 - M – mirrors
 - I – ignition
 - L – lights
 - E – e-brake or parking brake

Section 1: Lesson Plan Format

Off-street tasks
that can-be
performed

- Ignition procedures.
- Preparing to move.
- Stopping procedures.
- Tracking forward and backwards.
- Lane change procedures.
- Left turn procedures.
- Right turn procedures.
- Three-point turnabouts.
- Angle and perpendicular parking.
- Parallel parking.
- Responding to driver errors and vehicle failures.

Section 1
Summary

This section covered the lesson plan format, definition of off-street lessons and the various off-street tasks that can be performed.

Section 2: Different Driving Environments

Introduction Section 2 will discuss the five different driving environments and their components.

The five different driving environments The five driving environments are:

1. Low-speed, light traffic (i.e. residential)
2. Moderate speed, light traffic (i.e. open highway/rural)
3. Moderate speed, dense traffic (i.e. suburban/urban/ business district)
4. High speed, moderate and heavy traffic (i.e. expressway)
5. Night driving

- Low-speed, light traffic (residential) environment
- Low-speed, light traffic (residential) environment description.
 - Minimal traffic.
 - Low speeds (5-25mph)
 - Traffic controls consist mainly of pavement markings and signs.
 - Two-way and one-way streets.
 - Open and blind intersections.
 - Low-speed, light traffic (residential) objectives. Suggested maneuvers or skills include:
 - Entering/leaving the flow of traffic.
 - Negotiation intersections.
 - Identifying traffic controls.
 - Eye habits and practices (eye searching, checking mirrors, checking over shoulder, looking left, right, left for traffic, looking through turns)
 - Interacting with other users.
 - Negotiating turnabouts
 - Negotiating roundabouts/traffic circles
 - Parking on uphill/downhill grades.
 - Yielding/right-of-way
 - Low-speed, light traffic (residential) learning sets.
 - Lane change maneuvers (entering/leaving traffic)
 - Negotiating intersections
 - Single stops/double stops or safety stop/blind intersections
 - Two-way/one-way streets
 - Left and right turns
 - Negotiating two-point turnabouts
 - Negotiating three-point turnabouts

Section 2: Different Driving Environments

The low-speed, light traffic (i.e. residential) environment

- Anticipated problems and common errors that may occur in the low-speed, light traffic (i.e. residential) environment.
 - Failing to check blind spot on lane changes.
 - Failing to check mirror at least once each block.
 - Improper lane position for intersection maneuvers (one-way and two-way streets).
 - Failing to stop properly.
 - Failing to stop for pedestrians.
 - Waiting to turn left with wheels pointed left.
 - Failing to search two-three times properly.
 - Failing to sight through turns.
 - Failing to follow curb radius on right turns.
 - Dry steering turnabouts.
 - Failing to recognize and obey signs, signals and pavement markings.

- Low-speed, light traffic (i.e. residential) learning activities.
 - Check licenses or permits, as applicable.
 - Introduction to the lesson. Describe the environment and objective that needs accomplished.
 - Introduce learning activities for observers. This may include the checklist for basic maneuvers or observation check sheet for eye habits (from the approved curricula).
 - End of lesson summarize students strong/weak points.

Activity

Activity #3: Components of Low Speed, Light Traffic (Residential Driving)

Your instructor will lead a discussion on the main components of residential driving. You will then view a video on driving in a residential environment and relate your previous discussion on the main components of residential driving to what was shown in the video.

Section 2: Different Driving Environments

Moderate speed, light traffic (i.e. Open highway/rural)

- Moderate speed, light traffic (Open highway) description.
 - Variable speeds (35-55).
 - Moderate traffic.
 - Variable sight distance.
 - Various traffic controls.
 - Multiple lanes.
 - Shopping centers.
- Moderate speed, light traffic (Rural) description.
 - Variable speeds (35-55).
 - Moderate traffic.
 - Variable lane widths.
 - Hill and curves.
 - Limited space.
 - Limited sight distance.
 - Limited pavement markings and traffic controls.
- Moderate speed, light traffic (Open highway/rural) objectives. Suggested maneuvers or skills include:
 - Vehicle control.
 - Sight distance.
 - Identifying traffic controls.
 - Lane selections and positioning
 - Gap selection.
 - Communicating
 - Moving lane changes.
 - Negotiating shopping centers.
- Anticipated problems and common errors that may occur in the moderate speed, light traffic (open highway/rural) environment.
 - Improper speed control.
 - Entering curves too fast.
 - Failing to scan ahead.
 - Dropping off the roadway and onto the shoulder.
 - Failing to use mirrors.
 - Failing to identify traffic controls.
 - Improper lane positioning.

Activity

Activity #4: Components of Moderate Speed, Light Traffic (Open Highway/Rural)

You will view a video on driving in an open highway environment and relate your previous discussion on the main components of open highway driving to what was shown in the video.

Section 2: Different Driving Environments

Moderate speed, dense traffic (i.e. Suburban/Urban/business district)

- Moderate speed, dense traffic (i.e. Suburban /Urban/business district) description.
 - Maximum number of users.
 - Reduced speeds (25-35mph).
 - Multiple traffic lanes and intersections.
 - Complex intersections.
 - Limited space and visibility.
 - One-way/two-way streets.
 - Alleyways.
 - Multiple traffic control devices.
 - Parking garages.

- Moderate speed, dense traffic (i.e. Suburban /Urban/business district) objectives.

Suggested maneuvers or skills include:

 - Systematic search patterns.
 - Visual search and identification.
 - Interacting with a large number of users.
 - Negotiating a variety of intersections.
 - Designated turn lanes.
 - Roundabouts.
 - Using parking garages.
 - Maintaining space.
 - Timing.
 - Selecting path of travel.
 - Communicating.
 - Parallel parking/Angle parking/Perpendicular parking.
 - Backing.
 - Responding to traffic control devices.

- Anticipated problems and common errors that may occur in the moderate speed, dense traffic (i.e. Suburban /Urban/business district).
 - Improper lane change procedures.
 - Improper lane selection or path of travel.
 - Failing to search ahead and at intersections.
 - Failing to scan through turns.
 - Speed control.
 - Not communicating.
 - Failure to respond to traffic control devices.
 - Failing to stop for pedestrians.
 - Improper lane changes procedures.

Section 2: Different Driving Environments

Activity

Activity #5: Components of a Moderate Speed, Dense Traffic (Suburban/Urban/Business District) Environment

Your instructor will lead a discussion on the main components of a suburban/urban environment. You will then view a video on driving in a suburban/urban environment and relate your previous discussion on the main components of suburban/urban driving to what was shown in the video.

Section 2: Different Driving Environments

High speed, moderate and heavy traffic (i.e. Expressway) environment

- High speed, moderate and heavy traffic (i.e. Expressway) description.
 - High speeds (55-70mph)
 - Divided by some barrier.
 - Moderate to high volume of traffic
 - Variety of exchanges.
 - Limited access.
- High speed, moderate and heavy traffic (i.e. Expressway) objectives.
Suggested maneuvers or skills include:
 - Entering and exiting.
 - Interacting with other users.
 - Identifying critical areas.
 - Sign usage.
 - Speed control.
 - Steering control.
 - Passing without exceeding the speed limit.
- Anticipated problems and common errors that may occur in the high speed, moderate and heavy traffic (i.e. Expressway).
 - Fluctuation in speed.
 - Poorly paced lane changes.
 - Improper use of exit and entrance ramps.
 - Improper lane change procedures.
 - Failure to scan well in advance.

Activity

Activity #6: Components of High speed, moderate and heavy traffic (i.e. Expressway)

Your instructor will lead a discussion on the main components of an expressway environment. You will then view a video on driving in an expressway environment and relate your previous discussion on the main components of expressway driving to what was shown in the video.

Section 2: Different Driving Environments

Night driving Night driving is one driving condition that should be included in driver education instruction if possible. Characteristics are the same as those with other routes, but with significantly reduced visibility.

Objectives for night driving:

- Preparing to drive (clean windshield).
- Searching and evaluating with the use of headlights.
- Speed control and tracking
- Reducing the risks at night with high/low beam use and speed control.

Night driving environments should progress from lighter to heavier traffic areas.

Activity

Activity #7: Components of Night Driving

Your instructor will lead a discussion on the main components of night driving. You will then view a video on driving at night and relate your previous discussion on the main components of night driving to what was shown in the video.

Section 2
Summary

This section covered the five different driving environments and their components.

Section 3: On-Street Route Development

Introduction

Section 3 will discuss how to develop on-street routes.

Guidelines for on-street route development

1. Always work from the simple to the more complex environments.
2. All lessons must start and end at a set location, preferably the driving school.
3. The characteristics of the environment must match with the objectives in the lesson plan.
4. Every on-street route must allow for:
 - An introduction.
 - A demonstration of skills.
 - Repetitious practice.
 - Assessments.
5. The instructor must be very familiar with the routes. The routes will be pre-planned and utilized for all courses.
6. Each route must contain:
 - Ideally twenty to thirty instructional minutes per student, but no more than ninety minutes per student.
 - Time for directions.
 - Static and dynamic situations.
 - Simple to complex situations

Section 3: On-Street Route Development

Steps for setting up a route

1. Get a large map that shows streets and secondary roads in the area you want the route(s). (Note: You should have a pre-planned back-up route to use in case your normal route becomes blocked.)
2. If you are not familiar with the area, try to enlist the assistance of someone who is.
3. Lay out a route on the map (or a copy of the map).
 - Start at the driving school.
 - Then begin to fill in the places for the desired maneuvers.
4. Drive the potential route several times to see if the maneuvers will meet the requirements.
 - Look for locations for the maneuvers you could not locate on a map.
5. Repeat steps 3 and 4 until you are satisfied that you have a complete route.
6. Make a final tour of the route and note where you would give the driver directions for each maneuver and for general travel.

Section 3: On-Street Route Development

Steps for setting up a route

7. Make a list of the environments on the route.
 - For each environment give:
 - the type of maneuver
 - the location
 - the point at which the directions are to be given; and
 - the directions to be given to the driver
 - Depending on how familiar you are with the area, it often takes one to two days to set up a good route.
 - There is no minimum or maximum length for the route.
 - The route is adequate when it allows the driver to meet the objectives of the behind-the-wheel lesson plan.
 - You can modify the route to make it more efficient.
 - You should have an alternate route in case of construction or traffic jams.
 8. As you become an established instructor you may need to pick students up at their home or other designated points. You will need to be completely familiar with the local area and lesson plan objectives. Considerable planning and preparation will be required.
-

Activity

Activity #8: Developing Routes

Your instructor will assist you in using a local map or google map to practice designing a route.

Identify general areas that will help to meet the in-vehicle lesson plan objectives.

Identify your starting and ending point as well as locations to change drivers.

Section 3
Summary

This section covered the guidelines for how to develop on-street routes.

Section 4: Behind-the-Wheel Activity

Introduction Section 4 will give you practice learning the driving routes for your teaching assignments.

Note: Take this section with you to the vehicle.

Purpose The purpose of the behind-the-wheel activity is to give you practice learning the driving routes for your teaching assignments.

Objectives By the end of this activity, you will be able to:

- Utilize pre-planned on-street driving route(s) to conduct behind-the-wheel lesson (s).
- Utilize sample in-vehicle lesson plan(s) to conduct behind-the-wheel lesson(s).
- Describe the different driving environments.

BTW Activity You will perform the following activities in the vehicle:

Practice driving pre-planned routes for your teaching assignments in this course.

Materials Needed

- Clipboard
- Pens / pencils
- Pre-planned driving route(s)
- Sample lesson plan(s)
- This page

Section 4 Summary This section provided practice driving pre-planned driving routes for your teaching assignments.

Module Summary

Module Summary

The purpose of this module was to give you an understanding of the in-vehicle instruction lesson plan structure.

By the end of this module, you will be able to:

- Modify and utilize lesson plans for on-street instruction, based on lesson plan objectives.
- Describe the five different driving environments.
- Modify and utilize on-street driving routes for all environments and for evaluation.
- Describe the importance of planning for night driving in driver education.

The information presented in this module is essential for helping you modify and utilize BTW lesson plans and driving routes, understand the different driving environments, and the importance of night driving in driver education.

Key Words

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

Expressway	Off-street lessons	Open highway/rural
Residential	Night driving	Suburban, Urban/business district

Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Expressway	B. Off-street lessons	C. Open highway/ rural
D. Residential	E. Night driving	F. Suburban/urban/ business district

1. _____ Driving skills needed before driving in the various on-street environments.
2. _____ Driving environment with minimal traffic and speeds of 5-25 mph.
3. _____ Driving environment with light traffic and speeds of 35-50 mph.
4. _____ Driving environment with maximum number of users and speeds of 25-35 mph.
5. _____ Driving environment with moderate to high volume of traffic and speeds 55-70 mph.
6. _____ Driving condition with significantly reduced visibility with the same characteristics as those with other routes.

Summary Sheet

Summary Sheet

Lesson Plan Format

The cover page of each lesson plan shall include overall goals or objectives, the required entry level for the lesson will be described, any resources that are needed to teach the lesson and assignments or reading for the lesson.

Each instructional objective shall include content for the instructional objective, learning activities, anticipated problems and method of evaluation. After the instructional objectives a copy of the route will be attached to the lesson plan.

Off-street lessons are driving skills needed before driving in the various on-street environments (parking lots and multiple-car driving ranges).

Different Driving Environments

The five driving environments are:

1. Low-speed, light traffic (i.e. residential) – speeds of 5-25 mph, few traffic controls
2. Moderate speed, light traffic (i.e. open highway/rural) - speeds of 35-50 mph, variable sight distance, multiple lanes
3. Moderate speed, dense traffic (i.e. suburban/urban/ business district) – speeds of 25-35 mph, maximum number of users, multiple traffic lanes and intersections
4. High speed, moderate and heavy traffic (i.e. expressway) – speeds of 55 – 70 mph, variety of exchanges, limited access
5. Night driving - provides significantly reduced visibility.

On-Street Route Development

- Always work from the simple to the more complex environments.
- The characteristics of the environment should match with the objectives in the lesson plan.
- Every on-street route should allow for:
 - An introduction.
 - A demonstration of skills.
 - Repetitious practice.
 - Assessments.
- The instructor should be very familiar with the routes.
- Each route should contain:
 - Twenty to thirty instructional minutes per student.
 - Time for directions.
 - Static and dynamic situations.
 - Simple to complex situations

Module 2

Managing the Mobile Classroom



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Module Overview

Module Overview

1. Prior to this module, we discussed in-vehicle lesson plans.
2. This module is titled “Managing the Mobile Classroom.”
3. The purpose of this module is to teach you how to manage the BTW portion of a driver education class through proper procedures for giving directions, using instructor mirrors, dealing with challenges during in-vehicle instruction, when to change drivers and observer responsibilities.
4. This module will cover five topics:
 - Preparing to drive
 - Giving directions
 - How to use instructor mirrors
 - Challenges to in-vehicle training
 - Changing drivers and observer responsibilities
5. By the end of this module, you will be able to:
 - Describe the vehicle and occupant safety checks necessary in preparing for a lesson.
 - Describe how to give directions that are understandable.
 - Demonstrate how to utilize instructor mirrors.
 - Address learning/physical challenges during in-vehicle training.
 - Explain how to manage multiple tasks while conducting BTW instruction and manage distractions.
 - Describe proper locations to change drivers on street.
 - Describe the proper driver rotation process.
6. During the module, you will be required to participate in group discussion and activities. At the end of the module you will participate in a BTW activity to demonstrate your understanding of the content.
7. During the module, you will be evaluated through questions and answers. There will be a 10-question quiz at the end of the module which you must complete with at least 80% accuracy.
8. This module will last approximately 2 hours in the classroom and 2 hours behind-the-wheel.
9. This module will teach you the proper procedures for giving directions, using instructor mirrors, challenges, changing drivers and observer responsibilities while teaching in-vehicle instruction.

Key Words:

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

Driver rotation	Multiple tasks	Observers
Distractions	Instructor eye mirror	Instructor rearview mirror

Section 1: Preparing to Drive

Introduction Section 1 will discuss the procedures that must be followed when getting ready to teach an in-vehicle lesson.

- Procedures for Teaching an In-Vehicle Lesson
1. Check the student's permit/license, if required.
 - Is the license/permit valid?
 - What are the restrictions?
 - When does it expire?
 - Address issues on student health/medical form.
 2. Select a first driver based either on skill level or student rotation, if applicable. May not be feasible if provided a driving schedule.
 - Is the student capable of driving the vehicle to the desired environment?
 - If the student drivers are not competent to drive to the environment the instructor shall drive the vehicle to the desired environment.
 3. Always begin the lesson with a lesson overview while standing outside the driver education vehicle.
 - Provide a quick review of the preceding session.
 - State the lesson objectives (relate to classroom lesson). Make sure the student driver and observer understand the objectives of the lesson.
 - Type of traffic environment.
 - General description of route.
 - Explain the benefits of the lesson.
 - Explain observer activity sheets.
 4. Instructor must be seated in the proper position to instruct the lesson.
 - Body should be positioned towards driver.
 - Right leg should be able to reach instructors pedal.
 - Left hand should be used as a brace or to take emergency action.

Section 1: Preparing to Drive

Procedures for Teaching an In-Vehicle Lesson

5. Check the dual instructor brake before beginning the lesson.
 - Is the safety pin disengaged?
 - Is the cable in good condition?
 - When the vehicle is moving will it stop the vehicle?
6. If the vehicle has a center pull emergency brake does it work?
 - Used only as a back up to the instructor's brake.
 - Can cause rear wheel lock if used improperly.
7. Setting of the instructor's mirrors before beginning the lesson.
 - Make sure they will not block driver's vision.
 - Eye check mirror should be placed on the windshield where the instructor can see the student's eye movements.

Section 1 Summary

This section covered the procedures that must be followed when getting ready to teach an in-vehicle lesson.

Section 2: Giving Directions

Introduction

Section 2 will discuss the guidelines for giving directions.

The guidelines for giving directions

1. Always begin the lesson with a lesson overview and provide a general description of the route.
2. Directions influence the driver's performance and evaluation results by:
 - What is said to the driver.
 - How it is said.
 - Where or when it is used.
3. The main objectives that must be remembered when giving directions by the instructor are:
 - Write out the directions to negotiate a route, which will minimize misunderstanding.
 - Verbalize directions slowly in order to maximize hearing and understanding of the direction.
 - Talk loudly so the student can clearly hear the directions.
 - Identify where/when directions should be given that minimize driver overload.
4. If directions are to be followed they must be:
 - Short and concise.
 - As few as possible.
 - When possible, avoid giving directions for two maneuvers at the same time.
 - Easy to state and remember.
 - In a way that is natural for you.
 - Easy for you and the driver to remember.
 - Easy to understand and follow.
 - Stated as commands, not requests.
 - Precisely what the driver is to do.
 - In common language, avoid slang terms.
 - Directions must be consistent.
 - Don't change style to avoid repetition
 - Directions for similar situations should be stated in the same form.

Section 2: Giving Directions

The guidelines for giving directions – continued

5. Various methods of giving directions must be followed.
 - Consciously plan the terminology and specific directions.
 - Select the time and location where you can safely obtain the driver's attention.
 - Get the drivers attention before giving the direction.
 - Check for understanding once the directions are given.
 - Where/when to begin the direction.
 - Redirect when necessary.
 - Ask student to verbalize directions.

6. Techniques to ensure the driver will follow the directions properly.
 - Anticipate which drivers may have or are going to have problems. Such as:
 - Searching
 - Steering too much or too little
 - Braking too much or not enough
 - Accelerating too much or not enough
 - Prematurely performing the directions
 - Delaying in performing the direction

 - Remind the students to listen carefully to the directions.
 - Repeat the directions.
 - Students may be nervous and may have difficulties in determining left from right when receiving directions.
 - When giving direction, you can also point in the direction you want the student to turn.

7. Never give more than two directions at one time. Some student drivers may become confused with multiple directions. Break it down in one to two segments as you drive.
 - Directions should be stated in two parts.
 - First, say "**Where**" you want the maneuver done, then, say "**What**" you want the driver to do.

Section 2: Giving Directions

The guidelines
for giving
directions –
continued

8. Use specific terms when giving directions.
 - Avoid using street names
 - The location of street names will vary.
 - Street signs may not be there at all.
 - Street signs are small and hard to identify.
 - You can use well-marked highway or interstate route markers.
 - State the route number.
 - State the direction of travel (North, South, West, East) only if needed.
 - State the major city in either direction.
 - Use designations such as:
 - Next intersection
 - Next major intersection
 - Next controlled intersection
 - First crossroad
 - Next stop sign
 - Next traffic signal
 - Second traffic signal
 - Following street
 - End of road
 - Directions should be started with a prepositional phrase such as:
 - “At the...” (Where the location is visible)
 - “Go to the ...” (When the location is visible)
 - “Continue to the ...” (When the location is not visible)
 - Avoid double –meaning or confusing words such as:
 - Right – say correct
 - Straight – say ahead or forward
 - Red light – traffic signal
 - Slang – for the action you want: “step on it, OK.”
 - Improper phrases: “right **hand** turn,” “left **hand** turn.”
 - Curve vs. a Turn

Section 2: Giving Directions

The guidelines for giving directions – continued

9. How to give directions is critical in the driver's performance.
 - Talk loudly and clearly to the driver.
 - Talk at a normal talking rate.
 - Pause between the “where/when” and the “what” components of the directions.
 - If you have a long distance to go, use a standard phrase such as “continue ahead until I give you further directions.”

10. When/where to give directions.
 - Use a location that is easy to remember.
 - Physical landmarks that don't change.
 - Give the direction as soon as the driver has completed the tasks associated with your last direction if the next action is to follow immediately.
 - Depending on the distance to be traveled, time your directions to coordinate with the needed action.

 - Use a location that gives the driver time and distance to prepare to follow the direction.
 - Given well in advance.
 - Driver may not hear or understand the directions.
 - May be necessary to repeat the direction.
 - Know the route and area of instruction well. Have a plan B if a turn is missed or needs to be aborted. The plan B will allow easy access back to the planned route.

 - Use a cue that is obvious and will not change over time.

 - Avoid giving directions when the driver:
 - Is busy performing a maneuver.
 - Needs to be attentive to environment or traffic conditions.

 - Discuss the factors that need to be considered where giving directions.
 - The terrain (hills, curves, etc.)
 - Roadway configuration (curves, bridges)
 - Existing hazards that reduce visibility.
 - The speed of the vehicle.
 - The volume and speed of other traffic.
 - Roadway signs and signals.
 - Types of roadway and environments.
 - Sightlines.

Section 2: Giving Directions

Summary of giving directions

- The same for every driver, unless a student is not catching on or slow to respond, you may need to adjust the way you give directions.
- Short/concise directions.
- Easy to state and remember.
- Easy to understand and follow.
- Same style and similar content.
- “Where” first, then “what”.
- Given clearly and early.
- Timed for repeat if necessary.
- Timed so not to overload the driver.

Activity

Activity #1: Giving Directions

Your instructor will show you a series of slides for you to demonstrate how to give directions for the various scenarios.

Section 2
Summary

This section covered the guidelines for giving directions.

Section 3: How to Use Mirrors During In-Vehicle Instruction

Introduction Section 3 will discuss how to utilize the instructor rear view mirror and eye mirror.

How to use an instructor's rearview mirror during in-vehicle instruction Take care to select mirrors that are designed to reduce potential hazards, such as sharp edges and protruding parts. Look for devices that have protective materials around them and shatter proof mirrors and mounting brackets.

Instructor's Rearview Mirror

The instructor's rearview mirror should be fastened on the inside of the windshield with suction cups and positioned so that the instructor can see to the rear of the vehicle with a quick glance. Use a small amount of glycerin to spread a thin layer on the suction cup of the mirror to help adhere to the windshield.

Avoid areas in the vehicle where the mirrors might be impacted by the vehicle's airbags in a crash, thereby propelling the mirrors into the instructor and/or students.

Section 3: How to Use Mirrors During In-Vehicle Instruction

How to use an instructor's eye mirror during in-vehicle instruction

Instructor's Eye Mirror

1. The mirrors used to monitor a driver's visual glance behavior are typically a 2 ½" by 6" or 6.5 cm by 15 cm flat mirror. This size is sufficient to allow their use in any passenger vehicle.
2. Flat mirror glass is used since any degree of convexity will reduce the definition of the image and consequently the resolution and information available. Choose an eye mirror of good quality that employs a suction base with a swivel joint that allows for sufficient degrees of rotation to work on all windshields, especially those with considerable slope.
3. An instructor's eye mirror should be fastened to the windshield in a position where the instructor can see the student's eye movements.
4. An instructor eye mirror allows the instructor to see at a glance where the student is looking and where the student is searching and tracking. A fixed stare, failure to check blind spots before moving to a new lane, failure to check to the rear before slowing down, etc. are easily detected, allowing the instructor to coach the student until the correct habits are in place. The mirror should be a flat mirror.
5. Ideally, the eye mirror should be positioned low on the windshield. It must be low enough that it will not block the driver's sightline to anything of significance in the forward field of view; but high enough that the driver's hands positioned on the wheel will not obstruct the instructor's view of their eye movements.
6. In a passenger vehicle, the eye mirror is typically placed on or slightly left of the windshield centerline. Positions significantly to the right of this will decrease the quality of information available to the instructor.
7. The windshield must be clean to ensure the suction of the base is sufficient to preclude the possibility of the mirror falling off. Any good quality glass cleaner should work well. Typically, the mirror may need to be reattached twice a year.

Section 3: How to Use Mirrors During In-Vehicle Instruction

Steps to properly place and use an instructor's eye mirror

Properly place the eye mirror to allow the instructor to see student eye movements by:

- Properly adjusting the instructor's seat.
- Place the eye mirror in a location on the windshield where the instructor can see the student's eye movements.
- Adjusting the eye mirror so the instructor can see the student's eyes while they are in the proper instructor position.
- Observe the student's eye movements.
- Tell the student where to look to see properly.

Activity

Activity #2: Using Instructor Rearview and Eye Mirrors

Your instructor will take you outside to the driver education vehicles to have you determine where to place and practice securing eye and instructor's mirrors.

Note: Details on how to use eye mirrors will be covered later in the BTW activity.

Section 3
Summary

This section covered how to utilize the instructor rear view mirror and eye mirror during in-vehicle instruction.

Section 4: Challenges to In-Vehicle Training

Introduction Section 4 will discuss challenges to in-vehicle training, including addressing learning/physical disabilities, managing multiple tasks and managing distractions in the vehicle.

Relationship and Referral of the Driver Rehabilitation Specialist Driver education schools and instructors should have a relationship with their local Driver Rehabilitation Specialist(s). These specialists are properly trained to assist persons with disabilities in learning to drive. In consultation with the parent(s), the student should be referred to a qualified Driver Rehabilitation Specialist.

- Never deny a person training because of a disability.
- Do not try to teach a student with certain types of disabilities that you are not qualified to teach.
- Personally facilitate the referral of the person to a qualified Driver Rehabilitation Specialist.

Addressing learning/physical challenges during in-vehicle training Some students may have different types of learning, cognitive or physical disabilities. Some disabilities may not be as apparent as others.

- Learning disabilities: Are more common, such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), Autism/Asperger's and dyslexia.
 - Use diagrams and visuals prior to driving to explain maneuvers.
 - Make instructions clear and specific.
 - Be patient and consistent.
- Cognitive disabilities: when a person has greater difficulty with one or more types of mental tasks than the average person.
 - While learning disabilities are a type of cognitive or developmental disability, there are many other types of cognitive and developmental disabilities. They can occur from tumors, strokes, head injuries, infections, etc. Notice any type of difficulties to mentally process tasks such as the driving task.
- Physical disabilities: when a person has the lack of adequate power or strength than the average person.
 - Notice any difference in gait or walk. Instructor should be very aware of any limp or difference in limbs. Causes could be stroke at birth, Cerebral Palsy, amputation, spinal cord injury, etc.
 - For persons with minor physical disabilities: During the in-vehicle instruction pedal extenders or other adaptive devices may need to be used.

Section 4: Challenges to In-Vehicle Training

The American's with Disabilities Act

The American's with Disabilities Act requires that services should be available to everyone, even those with disabilities. As an instructor, you should perform to your fullest ability to assist in providing driver education to an individual with disabilities.

The purpose of the American's with Disabilities Act is to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities. A physical or mental disability in no way diminishes a person's right to fully participate in aspects of society.

Higher level disabilities should be referred to a driver rehabilitation specialist. The driver education instructor should assist in coordinating and assisting with this referral.

There must be reasonable accommodations. For example, the student taking the classroom portion of the course and via a referral to a driver rehabilitation specialist the in-vehicle training portion could be provided.

How to manage multiple tasks while conducting in-vehicle training

The instructor candidate must learn to manage multiple tasks while instructing:

- To supervise student instruction.
- Maintain control of the instructional vehicle.
- Maintain situational awareness.
- Coordinate instruction of the driving route.
- Engage the student observers in the back seat during the driving lesson.

To manage multiple tasks while instructing, you should:

- Have the lesson and car prepared and routes established.
- Preview the lesson to be taught with your students so that they have a better understanding of the lesson and so they can operate more naturally.
- Make sure your cell phone is turned off, put away and out of reach during instruction.
- Pay close attention to the action of the student driver and envision yourself as the driver to maintain vehicle control by looking ahead as far as possible.

Section 4: Challenges to In-Vehicle Training

How to manage distractions while conducting in-vehicle instruction

- The instructor candidate must manage the distractions inside and outside of a vehicle.
- The instructor candidate does this by being alert to potential distractions so he/she can prepare the students driving and tell them how to control their actions in response to the distraction prior to the occurrence.
- To manage distractions in the vehicle while conducting in-vehicle training instruction you should:
 - Pre-plan your lesson and driving routes.
 - Drive the driving route prior to the lesson during the time period you will be teaching the lesson to your students to determine the types of distractions that may be found on the route.
 - Alert your students of potential distractions that may occur inside and outside of your car during your lesson and discuss possible countermeasures.
 - Eliminate distractions in the car by placing any student materials, e.g. books, bags, telephones, computers, etc. out of the car's passenger compartment.
 - Set ground rules for the students.
 - Make sure electronic components (cell phone, tablet, etc.) are turned off and stored away.
 - Make sure conversation is focused on driving.
 - Practice distraction reducing strategies with your students.

Section 4
Summary

This section covered challenges to in-vehicle training, including addressing learning/physical disabilities, managing multiple tasks and managing distractions in the vehicle.

Section 5: Changing Drivers and Observer Responsibilities

Introduction Section 5 will discuss the driver rotation process and the procedures for changing drivers.

- Driver rotation and observer responsibilities
1. Inform observer(s) of responsibilities, if applicable.
 - Inform the observers what they should be doing while driving in the backseat of the vehicle. Observers should have a clear understanding of their responsibilities before the lesson.
 - Observers should be active while in the vehicle and observe the student driver. The observer should complete an observation form noting vehicle speed and position changes.
 - Check flow of traffic before allowing observers to exit vehicle. It is the instructor's responsibility to ensure it safe to exit the vehicle.
 2. Identify a time to change drivers.
 - Ideally allow twenty to thirty minutes for each student, but **no more than** ninety minutes per day. **[Insert state specific information on maximum length of drive.]**
 3. Identify a safe location for changing drivers.
 - Parking lots are the easiest and safest.
 4. Identify how to position students.
 - Depending on environment, students with better road skill should drive first.

Section 5: Changing Drivers and Observer Responsibilities

Changing drivers

1. Choose a safe location to change drivers and include in the pre-planned route.
 - Use public parking areas unless you have permission from the private property owners.
 - Be certain it is a safe area with limited traffic.
 - Have a good sight distance ahead and behind (not around curves or over hills).
 - Pull completely off the roadway (parking lot is the best).
 - If beside the roadway, the backseat passengers should enter/exit from passenger side if possible.

Section 5 Summary

This section covered the driver rotation process and the procedures for changing drivers.

Section 6: Behind-the-Wheel Activity

Introduction Section 6 will allow you to work with your instructor in the vehicle to practice driving the route and giving directions.

Note: Take this section with you to the vehicle.

Purpose The purpose of the BTW activity is to manage the mobile classroom and give directions.

Objectives By the end of this activity, you will be able to:

- Conduct the vehicle and occupant safety checks.
- Give directions that are understandable.
- Demonstrate how to utilize instructor mirrors.
- Demonstrate how to manage multiple tasks and distractions.
- Demonstrate how to change drivers on street.
- Demonstrate how to engaging observers.

BTW Activity The following activities should be completed:

- Using an on-street route and lesson plans developed by the instructor you will practice:
 - driving the route;
 - managing the mobile classroom and
 - giving directions for the route.

Checklist for completion:

- Perform pre-drive procedures.
- Use correct terminology.
- Give directions clear and concise.
- Give direction in a timely manner.
- Manage multiple tasks in the vehicle.
- Manage distractions in the back seat.
- Use instructor rearview and eye check mirrors.
- Rotate drivers in a safe place and at the correct time.
- If applicable, engage back seat observer.

Materials Needed

- Clipboard
- Pens / pencils
- Sample driving route(s)
- Sample lesson plan(s)
- This page

Section 6 Summary This section provided the opportunity to demonstrate how to drive the route, manage the mobile classroom and give directions for the route.

Module Summary

Module Summary

The purpose of this module was to teach you how to manage the BTW portion of a driver education class through proper procedures for giving directions, using instructor mirrors, dealing with challenges during in-vehicle instruction, when to change drivers and observer responsibilities.

This module covered five topics:

- Preparing to drive
- Giving directions
- How to use instructor mirrors
- Challenges to in-vehicle training
- Changing driver s and observer responsibilities

The information presented in this module is essential for teaching you the proper procedures for giving directions, using instructor mirrors, challenges, changing drivers and observer responsibilities while teaching in-vehicle instruction.

Key Words

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

Driver rotation	Multiple tasks	Observers
Distractions	Instructor eye mirror	Instructor rearview mirror

Module Review Activity

Module Review
Activity

Key Words Matchup

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

A. Driver rotation	B. Observers	C. Multiple tasks
D. Distractions	E. Instructor eye mirror	F. Instructor rearview mirror

1. _____ Passengers in the vehicle during a behind-the-wheel lesson who receive perceptual practice in how to manage time and space for risk reduction.
2. _____ The divided attention of an individual to other areas inside or outside of the vehicle.
3. _____ Allows the instructor to see at a glance where the student is looking.
4. _____ Changing drivers after 20 – 30 minutes of driving but no more than 90 minutes per day.
5. _____ Allows the instructor to see to the rear of the vehicle with a quick glance.
6. _____ Various responsibilities which need to be completed by the in-vehicle instructor.

Summary Sheet

Summary Sheet

Preparing to Drive

1. Check the student's permit/license.
2. Select a first driver based either on skill level or student rotation.
3. Be seated in the proper position to instruct the lesson.
4. Check the dual instructor brake before beginning the lesson.
5. Check the center pull emergency brake, if equipped.
6. Set the instructor's mirrors before beginning the lesson, including eye mirror.
7. Begin the lesson with a lesson overview while standing outside the driver education vehicle.

Guidelines for Giving Directions

- Write directions to negotiate a route, which will minimize misunderstanding.
- Verbalize directions, which maximize hearing and understanding of the direction.
- Identify where/when directions should be given that minimize driver overload.

Directions should be short and concise, easy to state and remember, easy to understand and follow, and consistent.

Before giving directions consciously plan the directions, get the drivers attention, and check for understanding once the directions are given.

To ensure the driver will follow the directions properly anticipate when drivers may have or are going to have problems, remind the students to listen carefully to the directions, and repeat the directions. Never give more than two directions at one time. Some student drivers may become confused with multiple directions.

When giving directions avoid using street names, but you can use well-marked highway or interstate route markers. Use destinations such as next intersection, first crossroad, second traffic light, the following street or end of road.

Directions should be started with a prepositional phrase such as, at the, go to the, continue to the...

Avoid double meaning or confusing words such as, right, straight, and red light.

Summary Sheet

Summary
Sheet –
continued

Guidelines for Giving Directions continued

How you give directions is critical in the driver's performance. Make sure you talk loudly and clearly and pause between the "where/when" and the "what" components of the directions. Use a location that is easy to remember and a location that gives the driver time and distance to prepare to follow the direction.

Avoid giving directions when the driver is busy performing a maneuver or needs to be attentive to environment or traffic conditions.

Using Instructor mirrors

- **Instructor rearview mirror** – Allows the instructor to see to the rear of the vehicle with a quick glance and should be fastened on the inside of the windshield.
- **Eye mirror** – Fastened to the windshield in a position where the instructor can see the student's eye movements and where they are searching or tracking.

Challenges to In-Vehicle Training

- **Addressing learning/physical challenges**
 - Use diagrams and visuals prior to driving to explain maneuvers.
 - Make instructions clear and specific.
 - Be patient and consistent.
- **Managing multiple tasks during BTW**
 - To supervise student instruction.
 - Maintain control of the instructional vehicle.
 - Maintain situational awareness.
 - Coordinate instruction of the driving route.
 - Engage the student observers in the back seat during the driving lesson.
- **Managing distractions during BTW**
 - Pre-plan your lesson and driving routes.
 - Drive the driving route prior to the lesson
 - Eliminate distractions in the car
 - Set ground rules for the students.
 - Make sure conversation is focused on driving

Summary Sheet

Summary
Sheet –
continued

Changing Drivers

Allow twenty to thirty minutes for each student, but no more than ninety minutes per day. Parking lots are the easiest and safest place to change drivers. Depending on environment, students with better road skill should drive first. Observers should have a clear understanding of their responsibilities before the lesson. Check flow of traffic before exiting vehicle. It is the instructor's responsibility to ensure it safe to exit the vehicle.

Choose a safe location to change drivers such as a public area with limited traffic and a good sight distance ahead and behind.

Module 3

In-Vehicle Teaching Techniques (Coaching and Correcting)



Module Contents

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Module Overview

Module Overview

1. Prior to this module we discussed managing the mobile classroom.
2. This module is titled “In-Vehicle Teaching Techniques (Coaching and Correcting).”
3. The purpose of this module is to teach the necessary steps for conducting an in-vehicle lesson.
4. This module will cover five topics:
 - In-vehicle teaching techniques
 - Commentary teaching and driving
 - Engaging the non-driving student
 - Coaching the driver
 - Evaluating or summarizing an in-vehicle lesson
5. By the end of this module, you will be able to:
 - Demonstrate the various teaching techniques that can be used in the vehicle to enable learning.
 - Demonstrate how to utilize commentary teaching.
 - Demonstrate how to engage the non-driving student.
 - Demonstrate coaching techniques and features of a good coach.
 - Demonstrate questioning techniques for in-vehicle teaching.
 - Demonstrate how to visually search the roadway ahead and check eye movements of the novice driver.
 - Demonstrate how to summarize the lesson when finished.
6. During the module, you will be required to participate in group discussion and activities lead by the instructor.
7. During the module, you will be evaluated through questions and answers. There will be a 10-point quiz at the end of the module which you must complete with at least 80% accuracy.
8. This module will last approximately 3 hours in the classroom.
9. This module will teach you necessary steps for preparing an in-vehicle lesson.

Key Words:

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

Commentary teaching	Coaching	Coaching by correction
Situational awareness	Positive reinforcement	Student driver commentary

Section 1: In-Vehicle Teaching Techniques

Introduction Section 1 will discuss the value of questions, how to establish good questions, examples of coaching questions, questioning techniques, tips for active listening and reflecting back.

- The value of questions
- They heighten student's involvement.
 - They give the students an opportunity to quickly apply knowledge.
 - They help in the retention of information being learned.
 - They allow students to learn from each other.
 - They provide an opportunity to evaluate how well students are grasping the information.
 - They provide the instructor a means of evaluating how well they are coaching.
 - They provide the instructor a means of monitoring and adjusting their teaching accordingly.
-

How to establish good questions To raise the awareness of the student and give them responsibility. Questioning techniques are one of the key skills of an instructor.

To establish good questions, utilize these principles:

- Questions should follow the interest of the student and use their words.
- Questions should start broadly and then increasingly focus on detail.
- The instructor should only ask one question at a time.
- Effective questions are clear and concise. Use open questions (what, when, where, who, etc.) which require attention and thought and are non-judgmental.
- Questions can and should focus on the senses (seeing, hearing, touching, etc.), emotions (moods, feelings), attitudes (opinions, values), goals and motives as well as cognitive factors (knowledge, habits).
- Questions can relate current experience to prior experience.

Section 1: In-Vehicle Teaching Techniques

Some basic examples of coaching questions in the context of in-vehicle driver training

- What is your main concern today?
- What do you want to do next?
- Have you done this before?
- How did it go?
- What do you need to know to do this?
- What do you need to particularly watch out for in this situation?
- What can you hear/see/feel?
- What are you feeling at this moment?
- How are you going to deal with this?
- Where are you looking?
- What did you actually do?
- How did you feel in the situation?
- What did you do well?
- What could you do in the future to avoid such a situation?
- What would make it easier for you to do this?

Section 1: In-Vehicle Teaching Techniques

Questioning techniques for in-vehicle teaching

- **Open vs. closed questions** – closed questions are to be answered with yes or no, either or, etc., open questions are those which begin with why, how, when, who, etc.
 - Example for closed: Do you feel nervous?
 - Example for open: How (nervous) do you feel?
- **Non-judgment vs. judgment questions**
 - Example for judgmental: Why did you drive so fast?
 - Example for non-judgmental: What factors did you take into account before deciding on this speed?
- **Questions on sense and body-awareness vs. intellectual questions** – sensory questions can lead to greater awareness of comfort, stress, nerves and excitement.
 - Example: On a scale from 1-10, how stressed are you now? What could you do to reduce stress for let's say one point only?
- **Coaching questions vs. questioning development** – in coaching questions the answer is up to the student. In question developing the learning content is already clear right from the beginning but will be elaborated by asking in order to activate the student.
 - Example for questioning development: What does this traffic sign mean?
 - Example for a coaching question: How stressed do you feel when you enter a roundabout?
- **Questions on internal subject (e.g. feelings, beliefs, self-evaluation, etc.) vs. questions on external facts (e.g. traffic rules, driving techniques, risk perception)**
 - Example for internal question: What signs are there when you are getting tired?
 - Example for external question: What is written in the law about fatigue?

Section 1: In-Vehicle Teaching Techniques

Activity

Activity #1: Questioning Techniques for In-Vehicle Teaching

Convert the questions into the type of question listed.

1. Change “Do you feel nervous?” into an open question.

2. Change “Why did you drive so fast?” into a non-judgmental question.

3. Change “What is written in the law about fatigue?” into an internal question.

Change the instruction into an open question.

4. Instruction: Drive with the safety margin where you feel safe.

Section 1: In-Vehicle Teaching Techniques

Tips for active listening

If the student has the responsibility and decision-making in driver education, the instructor has to listen to make sure the student's needs are being met. This makes listening an important skill for instructors.

Some tips for active listening include:

- Look at the student when they are talking
- Light nodding and friendly facial gestures are useful if the student is shy and needs encouragement
- Do not try to finish off someone's sentence
- Do not cut off the person when he/she is talking, even if you think you have understood the essence of what they are saying

How to reflect back

- Reflecting back is an important method for ensuring that nothing is lost in the questioning and listening process and for summarizing the student's words.
- An instructor could say: "So is it fair to say that your main concern today is to gain more experience turning left at intersections?"
- This shows you are listening and that the student's input is being appreciated and allows both of you to establish if you are on the same wavelength.
- If reflecting back can summarize the words of the student, this can also help structure their thoughts.

Section 1 Summary

Section 1 discussed questioning techniques, tips for active listening and how to reflect back, which can be used for in-vehicle training.

Section 2: Commentary Teaching / Student Driver and Observer Commentary

Introduction

Section 2 will discuss what commentary teaching and student driver commentary is and how it can benefit both the instructor and the student driver.

Commentary teaching techniques

1. **Commentary teaching** – The instructor verbalizes the conditions (restrictions to line of sight, increasing traffic, etc.) and maneuver (speed control or lane position), executed in short bursts, one to two minutes at a time.
 - This is used in the initial part of training or when teaching any new procedure.
 - It helps to familiarize the students with what they are expected to do and the changes in the roadway by having the instructor verbalize what they are doing.
 - Commentary teaching verbalizes both perceptual and psychomotor skills.
-

Student driver and observer commentary techniques

2. **Student driver and observer commentary** – The student verbalizes the conditions (restrictions to line of sight, increasing traffic, etc.) and their responses.
 - Used after the instructor commentaries.
 - Helps to evaluate students and aids in their retention by having them verbalize what they are doing and the condition of the roadway.
 - Helps the instructor become aware of what the student is thinking and how they plan to respond to the traffic condition.
 - Students identify conditions that would cause a change in speed or direction (perception).
 - Students can recite selected procedures.
 - Students can read the traffic picture aloud.
-

Both commentary teaching and student driver commentary

- Both teaching methods, commentary teaching and student commentary**, are very important components to the in-vehicle training process.
- Helps to create interaction.
 - Helps students to understand what they need to do.
 - Provides sequential steps.
 - Aids in retention of information taught.
 - Reinforces visual perceptual skills.
-

Section 2: Commentary Teaching

Activity

Activity #2: Commentary Teaching

Your instructor will guide you through this activity. You will practice using commentary teaching.

Summary

Commentary Teaching and Student Commentary are critical components to the in-vehicle training process.

They create a dialog in the teaching and learning process between the instructor and student.

With practice, you will become proficient conducting both Commentary Teaching and Student Commentary.

Section 2
Summary

This section covered commentary teaching and driving and how it can benefit both the instructor and the student driver.

Section 3: Engaging the Non-Driving Students

Introduction Section 3 will identify ways to engage the observers.

- Ways to engage the observers
- All students need to be active participants at all time during the in-vehicle training.
 - When one student is driving the other student(s) must be observing and critiquing.
 - Instructors should monitor all the students all the time.
 - Observing students can also be used to provide feedback.
 - Activities can be developed for observing students to keep them busy when not driving the car. Some examples of observer activities include:
 - Have student observers rate the performance of the student driver using an instructor made form.
 - Have student observers imagine they are driving and analyze the differences between what they would do and what the student driver actually does.
 - Have the student observer use commentary driving/student commentary (to add to what they are seeing and would do, but not distract the student driver).
 - Ask student observers to monitor the student driver's use of mirrors, obedience of traffic laws, speed control, etc.
 - Ask student observers questions related to the driving environment and the lesson objectives.
 - Ask the observer the same questions as the driver.
-

Section 3 Summary This section covered how to engage the non-driving student in the vehicle.

Section 4: Coaching the Driver

Introduction Section 4 will discuss the importance of coaching the student while driving to enable learning and how coaching by correction is an effective way of enabling learning, identifying and meeting goals, raising the awareness and responsibility of the student and addressing internal obstacles.

The definition of coaching

1. Methods where the instructor and student form a partnership in which the instructor, through observation, questioning and feedback, encourages the learner to be him/herself, identify goals, reflect on their experience and develop strategies to meet their driving goals in the future.
2. Coaching is designed to develop the awareness and responsibility of the person being coached, which is important in encouraging safe driving.
3. Driving is a self-paced task which involves constant decision-making and a continual need to make choices. To make the right choices in traffic, a student requires:
 - Self-awareness, e.g. how one's mood or emotions can affect one's driving.
 - Awareness of inner and outer factors, such as the actions of other road users.
 - A sense of responsibility and of the consequences of the student's behavior.
 - Self-confidence to prevent any feeling of inadequacy leading to risky driving behavior.

Summary of Coaching The instructor and student form a partnership. Encourages the learner to:

- be him/herself,
- identify goals,
- reflect on their experience, and
- develop strategies to meet their driving goals in the future.

Section 4: Coaching the Driver

Features of a good coach

Good coaches:

- Allow the student to develop skills through their own practice and experience with guidance and feedback.
- Ignore the small things unless they are a clear safety risk.
- Avoid being an expert and focus on the shared learning environment.
- Once all instructional objectives have been accomplished allow the new driver to make navigation and route decisions (usually occurs after the six hours of instruction).
- Should be aware of their student's abilities, limitations and frustrations. If the student is frustrated or overloaded they should be able to opt out of the activity. This helps build trust. Then they can come back to this activity when they are mentally capable.
- See their role as a mentor.
- Believe that safe driving skills are developed through practice and experience.
- Provide driving experiences that promote improvement from lesson one to the final drive.

Section 4: Coaching the Driver

Activity

Activity #3: Coaching Your Peers

Your instructor will place you in small groups and provide you with the written description of a task that they want you to teach. Then you will have to coach the remainder of your peer group through the activity. When all IC's complete the "coaching" task, the group will discuss how they might have been better "coached" in the activity.

Section 4: Coaching the Driver

The importance of coaching the student while driving to enable learning

1. In-vehicle instructors should identify a driver's mistakes.
 - Positive comments should always be given to build confidence.
2. In-vehicle instructors should take it a step further and explain to the driver how to correct the mistake, so that driver success can be achieved.

How coaching by correction is an effective way of enabling learning

1. Instructor must first be able to identify the driver's mistakes.
 - Immediate feedback should be given once the mistake is identified.
 - Pull over safely. Explain the mistake either by way of diagram or verbally and how it can be corrected.
 - Give the driver another opportunity as soon as possible and have student repeat as necessary to build comfort level.

Coaching by correction

Correcting student's mistakes with constructive criticism.

- Never use harsh criticisms.
- Never simply tell them that they have done it wrong.
- Always tell them "how" to do it better next time.
- Try to find something positive to say.
- When a student's performance is deficient, the instructor should point out the problem in a positive, encouraging fashion and let the student try again.
- In providing constructive criticism, the instructor should commend the student for the progress he or she is making, but point out where the remaining deficiencies lie.
- Avoid over coaching. Let students make mistakes as long as they are not dangerous.

Section 4: Coaching the Driver

Positive reinforcement

Telling them that they have done a good job.

- Reinforces the positive behavior so the student will continue to perform the correct behavior or action.
- When a student has been doing poorly and performs with a positive behavior, reinforce that positive behavior by telling him or her they have done well to encourage improvement.
- Instructors should tell students they have done well when they have performed well.

How both coaching by correction and positive reinforcement are critical components to the training process

Both “coaching by correction” and “positive reinforcement” are critical components to the training process.

- Coaching is an integral part of the training process.
- Coaching should occur throughout the training process.

Leading the student into an active role

- The big challenge of coaching is to lead the student out of the role of a passive learner and into the role of an active learner.
- The more active a person is involved in the learning process, the more responsibly and awareness we create and the better we recognize learning opportunities and the will to act upon them.
- Summary – the more active the student is in the learning process, the more likely they are to develop and maintain skills, not just during training but also when driving.

Section 4: Coaching the Driver

Visual search habits and eye movement of driver during in-vehicle instruction

1. Develop a regular search and scanning pattern.
2. Maintain a 12-15 second path of travel.
3. Use a left, center, right search pattern.
4. Rear view mirror checks should be made on a regular basis.
5. Head checks need to be made in the direction of a planned vehicle movement prior to changing the path of travel to be certain the new path is clear of obstacles in the area around the vehicle, which are called "blind spots."
6. Scan eye check mirror to make sure the student is scanning the roadway ahead and to the sides as well.

Section 4: Coaching the Driver

Situational awareness

- The instructor candidate must be alert to environmental and sociological situations the student driver will need to respond to for safe control of the vehicle:
 - Vehicle movement
 - Weather conditions
 - Roadway and condition changes
 - Emergency vehicles
 - Pedestrian activities
 - In-vehicle student interactions
 - Other roadway users or situations that might arise

Section 4: Coaching the Driver

Identifying and meeting goals

1. Goals must fit the needs of traffic safety.
2. Goals could be the overall goal, “what do I hope to achieve as a result of the training?” or specific goals, within each lesson.
3. The student should fully accept the goals and ensure the student subscribes to the basic goals of training (safe, social and environmentally conscious driving).
4. It is important that the goals meet the needs of the student and addresses concerns from previous lessons before moving onto the next step in the training process.
5. The instructor should encourage the student to identify their own goals, within the limits laid down by the training program and the law.

Section 4: Coaching the Driver

Raising awareness

1. A high state of awareness is required for driving, both in terms of awareness of the outside world (what is happening around me?) and in terms of self-awareness (how do I feel and what do I feel?).
2. To be able to drive safely, you have to be aware of these inner and outer worlds.
3. The instructor can raise awareness of both these worlds, primarily through questioning, i.e. what do you see, what can you hear, how do you feel, what do you feel, etc.?
4. Questions raise awareness in the form of feedback from the environment, your body, your actions and from the car you are driving.

Raising responsibility

1. Safe drivers are responsible drivers. This sense of responsibility can be developed in the driver training process, if the student is empowered to make decisions, choices, identify their own goals, etc.
2. The student should not immediately be able to make decisions which have serious highway safety implications, but the student should feel responsible for their own learning.
3. Students should be given responsibility right from the beginning of the training to get them accustomed to making decisions and choices on their own.

Raising self-acceptance

1. Low self-acceptance is a typical trait of teens. Feelings of inadequacy can lead to compensation in the form of risky behavior, such as showing off in order to try to gain the respect and admiration of others.
2. Low self-acceptance in teens often breeds anxiety and dependence or nervousness and lack of concentration.
3. If the student feels empowered and responsible for the learning process, they recognize the instructor as a partner rather than an instructor and feels they are being listened to and develops a sense of inner self-esteem.

Section 4: Coaching the Driver

Raising awareness through senses and emotions

1. There is too much focus on rational thinking and not enough on the senses and emotions. Senses and emotions are important because:
 - Driving is not just a rational process. People inevitably bring in their lives and emotions into the car with them and it is a highly physical activity.
 - Young drivers are going through a very emotional period in their late teens as they develop into adults and start to experience new freedom. Coaching on an emotional and physical level is important to prepare novice drivers for feelings and emotions they will have in a wide variety of potentially risky situations during solo driving.
 - Self-awareness is an important characteristic of a good driver and can only be developed if the learner recognizes physical sensations and emotions.
 - Being encouraged to learn for oneself, based on emotional, physical and intellectual experiences is considered to have a longer-term impact on learning and well-being than more instruction based teaching techniques.
 - Make sure not to discuss other students.
 - Make sure as an instructor not to discuss personal issues, such as boyfriends/girlfriends, relationships, how a student looks today, etc. These are catalysts for a sexual harassment issue. Conversation should be kept on a professional level.

Addressing internal obstacles

1. Internal obstacles are any form of interference inside a person which disrupts the learning process and ability to meet a goal.
2. An internal obstacle to an effective driving lesson could be a concern that the student has from a previous lesson. If this concern is not addressed and the instructor continues with the curriculum the student is unlikely to focus fully on the new goals.
3. A typical coaching question at the beginning of each lesson could be: "What is your main concern today?"

Section 4: Coaching the Driver

Building on prior knowledge and experience

1. Building on prior experience is another important principle to incorporate into driver training and to help set goals.
2. Learning is about connecting new elements with old elements (prior experience) or building blocks on existing blocks.
3. An important principle of coaching is that it doesn't start from scratch. Students bring to driver training a wealth of experience from life and often from driving itself. Many will have driven before and all will have had the opportunity since childhood to observe their parents and others drive. Most students have ridden a bicycle and all have been pedestrians.
4. The driver training process provides experiences, but they must be built on and structured in a process of reflection to ensure what has been learned is sustainable in the future.

Section 4: Coaching the Driver

Authentic, neutral and non-judgmental communication

1. The instructor should be genuinely interested in the world of the student. Instructors have a range of techniques to help students feel that they are being listened to and treated seriously. These include:
 - Repeating sentences
 - Rephrasing and repeating the main ideas
 - Looking at the person
 - Facing them (when you can) rather than standing beside them
2. The instructor needs to be non-judgmental with the student. Direct criticism or blame invokes defensiveness and tension which puts a strain on the relationship and encourages the student to close up.
3. Instructors should avoid only focusing on errors and establishing their authority in pointing them out. To avoid direct criticism:
 - Don't tell the student they have done something wrong. Ask non-judgmental questions about things that went wrong, such as "What do you think happened back there?"
 - Focus on the situation and not the driver's behavior. Try to focus on the specific behavior or situation that was a problem rather than directing a criticism at the driver's ability to drive.
 - Focus on the positives. Always point out what the student is doing well.

Section 4
Summary

This section discussed the definition of coaching, coaching by correction, positive reinforcement, checking visual search habits and eye movement of the driver, being alert to situational awareness, identifying and meeting goals, raising the awareness and responsibility of the student and addressing internal obstacles.

Section 5: Evaluating and Summarizing an In-Vehicle Lesson

Introduction Section 5 will discuss the importance of evaluating and summarizing the in-vehicle lesson when the lesson is finished.

The importance of summarizing the lesson when the lesson is finished

1. Summarize each student's driving performance.
 - Ask the students to assess their driving.
 - Begin with the positives.
 - Constructively correct negatives.
 - End with positives.
 - Suggest improvements.
 - Discuss what will be done in the next lesson.
2. Immediately record the student's performance.
3. Brief the parent or guardian when possible on how well the student is doing and what they need to practice more on.

Section 4
Summary

This section covered the importance of evaluating and summarizing the in-vehicle lesson when finished.

Module Summary

Module Summary

The purpose of this module was to teach students the necessary steps for preparing an in-vehicle lesson.

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

- Demonstrate the various teaching techniques that can be used in the vehicle to enable learning.
- Demonstrate how to utilize commentary teaching.
- Demonstrate how to engage the non-driving student.
- Demonstrate coaching techniques and features of a good coach.
- Demonstrate questioning techniques for in-vehicle teaching.
- Demonstrate how to visually search the roadway ahead and check eye movements of the novice driver.
- Demonstrate how to summarize the lesson when finished.

The information presented in this module is essential for conducting an in-vehicle lesson and learning coaching techniques.

Key Words

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

Commentary teaching	Coaching	Coaching by correction
Situational awareness	Positive reinforcement	Student driver commentary

Module Review Activity

Module Review
Activity

Key Words Matchup

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

A. Commentary teaching	B. Coaching	C. Coaching by correction
D. Situational awareness	E. Positive reinforcement	F. Student driver commentary

1. _____ The student verbalizes what they are doing and the condition of the roadway.
2. _____ Telling the student that they have done a good job to reward student for positive behavior.
3. _____ Methods where the instructor and student form a partnership in which the instructor, through observation, questioning and feedback, encourages the learner to be themselves, identify goals, reflect on their experience and develop strategies to meet their driving goals in the future.
4. _____ The instructor verbalizes the lesson and conditions to familiarize the students with what they are expected to do and the condition of the roadway.
5. _____ Environmental and sociological situations the student driver will need to respond to for safe control of the vehicle.
6. _____ Correcting student's mistakes with constructive criticism.

Summary Sheet

Summary
Sheet

Commentary Teaching and Student Commentary

Commentary teaching is when the instructor, in short bursts (one to two minutes only), verbalizes the lesson and conditions to help familiarize the students with what they are expected to do and the condition of the roadway.

Student driver commentary is when the student verbalizes what they are doing and the condition of the roadway.

Both teaching methods, commentary teaching and student driver commentary, are very important components to the initial part of the in-vehicle training process. Both methods help to create interaction and help students to understand what they need to do.

Coaching the Driver

Coaching is a method where the instructor and student form a partnership in which the instructor, through observation, questioning and feedback, encourages the learner to be him/herself, identify goals, reflect on their experience and develop strategies to meet their driving goals in the future.

Coaching by correction is correcting student's mistakes with constructive criticism. In-vehicle instructors should not only identify mistakes made, but provide positive comments and explaining to the driver how to correct the mistake.

Positive reinforcement is telling them they have done a good job and rewards the student for positive behavior.

Summary Sheet

Summary
Sheet –
continued

Coaching Techniques

Leading the student into an active role - The more active a person is involved in the learning process, the more responsibly and awareness we create and the better we recognize learning opportunities and the will to act upon them.

Identifying and meeting goals - It is important that the goals meet the needs of the student and addresses concerns from previous lessons before moving onto the next step in the training process.

Raising awareness - The instructor can raise awareness of both inner and outer worlds, primarily through questioning, i.e. what do you see, what can you hear, how do you feel, what do you feel, etc.?

Raising responsibility - The student should not immediately be able to make decisions which have serious highway safety implications, but the student should feel responsible for their own learning.

Raising self-acceptance - If the student feels empowered and responsible for the learning process, they recognize the instructor as a partner rather than an instructor and feels they are being listened to and develops a sense of inner self-esteem.

Raising awareness through senses and emotions - Being encouraged to learn for oneself, based on emotional, physical and intellectual experiences is considered to have a longer-term impact on learning and well-being than more instruction based teaching techniques.

Addressing internal obstacles - Internal obstacles are any form of interference inside a person which disrupts the learning process and ability to meet a goal.

Building on prior knowledge and experience - Learning is about connecting new elements with old elements (=prior experience) or building blocks on existing blocks.

Authentic, neutral and non-judgmental communication - The instructor needs to be non-judgmental with the student. Direct criticism or blame invokes defensiveness and tension which puts a strain on the relationship and encourages the student to close up.

Summary Sheet

Summary
Sheet –
continued

How to Establish Good Questions

Effective questions are clear and concise, open questions (what, when, where, who, etc.) which require attention and thought and are non-judgmental, should focus on the senses and should relate to prior experiences.

Engaging the Non-Driving Students

- All students need to be active participants at all time during the in-vehicle training.
- When one student is driving the other student(s) must be observing and critiquing.
- Activities can be developed for observing students to keep them busy when not driving the car.

Visual Search Habits and Eye Movement of Driver During In-Vehicle Instruction

- Develop a regular search and scanning pattern.
- Rear view mirror checks should be made on a regular basis.
- Head checks need to be made
- Scan eye check mirror to make sure the student is scanning the roadway ahead and to the sides as well.

Situational Awareness

The instructor candidate must be alert to environmental and sociological situations the student driver will need to respond to for safe control of the vehicle

Evaluating and Summarizing an In-Vehicle Lesson

Summarize each student's driving performance by noting the positives, constructively correcting negatives, suggest improvements, discuss what will be done in the next lesson and end with positives. The student's performance should be recorded immediately. Brief the parent or guardian when possible on how well the student is doing and what they need to practice more on.

Module 4

Driver Evaluation



Module Contents

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Module Overview

Module Overview

1. Prior to this module, we discussed In-Vehicle Teaching Techniques (Coaching and Correcting).
2. This module is titled “Driver Evaluation.”
3. The purpose of this module is to be able to evaluate a driver when teaching BTW lessons.
4. This module will cover three topics:
 - Types and characteristics of in-vehicle evaluation
 - How to evaluate the driver
 - Providing feedback to the driver
5. By the end of this module, you will be able to:
 - Describe the various types of in-vehicle evaluation.
 - Describe acceptable criteria for rating a driver’s performance.
 - Describe how evaluation takes place and what can be evaluated in the vehicle.
 - Demonstrate how to provide feedback on the driver’s performance.
6. During the module, you will be required to participate in group discussion and activities lead by the instructor. At the end of the module you will participate in a BTW activity to demonstrate your understanding of the content.
7. During the module, you will be evaluated through questions and answers. There will be a 10 point quiz at the end of the module which you must complete with at least 80% accuracy.
8. This module will last approximately 2 hours 30 minutes in the classroom and 1 hour 45 minutes behind-the-wheel.
9. This module will help you to understand how to evaluate a driver when teaching BTW lessons.

Key Words:

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

Evaluation	On-going evaluation
Summative evaluation	Guided self-evaluation

Section 1: Types and Characteristics of In-Vehicle Evaluation

Introduction Section 1 will discuss the types and characteristics of in-vehicle evaluation and the measurements obtained when evaluating drivers.

Four types of in-vehicle evaluation

1. Initial evaluation: what is the student bringing to this lesson, what have they retained/incorporated from the last lesson?
2. On-going evaluation each time a driver drives.
3. Guided self-evaluation by the student.
4. Summative evaluation at the end of the in-vehicle phase.

The characteristics of initial evaluation

- Determine what the student has learned up to that point.
- Look at previous BTW lesson evaluations.
- Ask the student what they are having difficulties with.
- Ask short questions to gauge their understanding.

Section 1: Types and Characteristics of In-Vehicle Evaluation

The characteristics of the on-going evaluation

- Occurs each time a driver drives.
- Requires immediate and appropriate feedback from the instructor.
- Instructors must specifically identify the “mistakes” a driver makes.
- Mistakes must be corrected.
 - Can be corrected through use of words.
 - Can be corrected through use of visual aids.
 - Can be corrected through the use of demonstration.
- Instructors should also provide appropriate praise and other positive re-enforcements when necessary.
- This type of evaluation should be written on the individual driver’s in-vehicle record as a progress report and for grading purposes.

Section 1: Types and Characteristics of In-Vehicle Evaluation

The characteristics of guided self-evaluation by the student

- Formal attempt to develop the students' ability to evaluate their own driving performance.
- Students should recognize their responsibility for continual self-appraisal during the years of future driving and be able to carry out this responsibility.
- During in-vehicle sessions, students will drive over an established route and at the end of the drive evaluate their own performance.
- The self-evaluation can take the form of brief commentaries which include their most important actions.
- Share with the students (parents) verbally and in writing those skills that they will need to practice with their parents before the next lesson with the instructor.
- It may be appropriate to have the students record their evaluation for further assessment by the instructor and student.
- It is important that students engage in rigorous and accurate self-appraisal. One key point here is for the instructor to avoid imposing their own evaluation before allowing students to provide their own evaluation.

The characteristics of end of unit or course (summative) evaluation

- To evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark.
- Cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met.
- Include a clear alignment between assessment, curriculum, and instruction, as well as the use of assessments that are both valid and reliable.
- Includes end of unit in-vehicle evaluations and course grades.

Section 1: Types and Characteristics of In-Vehicle Evaluation

Measurements obtained when evaluating drivers

1. The driver's skills at maneuvering the car can be measured.
2. The driver's speed choices can be evaluated.
3. The driver's ability to understand the information presented by the roadway (signs, lines, traffic lights) can be measured.
4. The driver's understanding of the rules of the road can be measured.
5. The driver's ability to see, identify & interact with other road users (vehicles, pedestrians, bicycles, etc.) can be measured.
6. The driver's searching skills and their ability to identify and avoid situations that are likely to produce a collision can be measured.
7. The driver's management of space and time (space cushion, position of vehicle in the lane, using vehicle position to communicate with other road users) can be measured.

Section 1: Types and Characteristics of In-Vehicle Evaluation

What evaluations can determine and identify?

Evaluations can consistently:

- Determine where this student is on the learning progression.
- Identify what the next step in the learning process is for this student.
- Determine if the learning process in the lesson is achieving the intended learning outcomes (ILO) for the lesson. If not, what is the cause and what might remediate this? Identify the basic root cause leading to the weakness, and focus on correcting that behavior.
- Determine which drivers are most successful in responding to hazardous traffic situations.
- Identify the driver's strengths and weaknesses based on positive feedback to meet their goals.

Section 1: Types and Characteristics of In-Vehicle Evaluation

Activity #1

Activity #1: Types and Characteristics of In-Vehicle Evaluation

Fill in the correct answer for each question.

1. What are four types of in-vehicle evaluation?
 - a. _____
 - b. _____
 - c. _____
 - d. _____

2. What are the 3 ways mistakes can be corrected during the evaluation?
 - a. _____
 - b. _____
 - c. _____

3. List four measurements which can be obtained when evaluating drivers?
 - a. _____
 - b. _____
 - c. _____
 - d. _____

Section 1
Summary

This section covered the types and characteristics of in-vehicle evaluation and the measurements obtained when evaluating drivers.

Section 2: How to Evaluate the Driver

Introduction

Section 2 will discuss how to evaluate a driver.

What to do
when identifying
a driver's
performance
reliably

When identifying a driver's performance reliably, you must:

- Identify objectives and content that will influence a driver's behaviors.
 - Be completely familiar with the objectives and the behaviors the student will demonstrate during the lesson.
 - Identify what driver's do and how they control the car.
 - Set criteria for acceptable performance as established in the lesson plan objectives.
 - Prescribe a rating method/route.
 - Evaluate the driver while driving.
-

What to do
when evaluating
the driver

When evaluating the driver you must:

- Observe the driver behaviors closely and carefully.
- Observe the change in traffic situations and conditions.
- Rate the driver after the performance.
- Record the rating in writing.

Section 2: How to Evaluate the Driver

The process for driver evaluation

- If necessary create an evaluation route which will present environments & situations allowing the evaluator to make accurate assessments of the aspects of driving to be evaluated.
- Direct the driver over the route.
- Observe the road environment & all other road users.
- Anticipate potential issues on the roadway well in advance.
- Observe the vehicle behavior.
- Assess what information the driver is acquiring & when they are getting it (use of an eye mirror is extremely helpful) & compare this to the information they need to acquire to drive safely.
- Assess how successful the driver is in their making decisions and the consistency of this process.
- Assess the effectiveness of the driver in implementing the decisions.
- Ensure the safe operation of the vehicle at all times.
- Record the observations.

Section 2: How to Evaluate the Driver

The various factors that influence a driver's performance

There are various factors that influence a driver's performance. These include:

- Existing risks.
 - Risks that are always present in a particular environment or along selected route.

- Potential risks.
 - Risks that are constantly changing which can cause immediate conflicts along the drivers intended path of travel.

- Environmental conditions.
 - Weather.
 - Areas of limited sight.
 - Areas of limited space.

- Traffic volume.
 - Depends on time of day.

- The type of roadway (driving environment).
 - Expressways
 - Residential
 - Rural
 - Open highways
 - Business district

- The speed of traffic.
 - This will vary depending on driving environments.

Section 2: How to Evaluate the Driver

The factors that will influence the objectivity of evaluations

The following are factors instructors have control over that influence the objectivity of evaluations:

- Giving the directions as planned.
 - Did the route match the objectives for the environment?
 - Did the instructor stay to the route designed for the lesson?
- Rating the driver's performance on what was observed.
 - Did the instructor rate the driver based off the objectives for the environment?
 - Did the instructor observe the driver's behavior closely and carefully when driving?
- Avoid any biases that you may have.
 - Evaluating a driver's performance based off the bias will cause the evaluation to be invalid.
- Avoid any critical comments during the evaluation process.
 - Can cause the driver to become nervous and more likely to make mistakes.

Section 2: How to Evaluate the Driver

Driver actions to evaluate	<p>When evaluating a driver there are four driver actions to evaluate.</p> <ol style="list-style-type: none">1. Searching (space management system) – is the student driver searching ahead, to the sides and behind and making frequent eye movements?2. Speed control – is the student driver obeying the speed limit, driving at a speed suitable for conditions and the environment, slowing down and speeding up at the correct times?3. Direction Control – is the student driver in the proper lane position, selecting the correct lane, maneuvering turns and curves correctly and using proper lane change procedures, keeping the vehicle in balance?4. Timing and Space Control - is the student driver using proper gap selection, using the proper following distance and maintaining proper space ahead, to the sides and behind?
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Common driver responses	<p>Drivers commonly respond in any of the six ways.</p> <ol style="list-style-type: none">1. Gradual or smooth.2. Anticipate or make an early response.3. Delay or make a late response.4. NO RESPONSE AT ALL5. Sudden, abrupt or spontaneous response.6. Erratic responses either incidentally or continually.
-------------------------	--

Section 2: How to Evaluate the Driver

The cause of driver actions

Actions can be caused by several key factors, which will directly influence the difficulty of performing certain driving tasks. Those key factors are:

- The time/distance available to judge.
- Time/distance available to take the action once the decision to act has occurred.
- The number of tasks that must be performed.

Driver actions are the result of the decisions the driver makes.

These decisions are influenced by internal & external factors.

Some Internal factors are:

- What the driver knows (about reading the roadway information {signs, lines lights, etc.} & where & how to get this information
- The ability to look for other road users
- The ability to acquire & prioritize information
- The ability to acquire information sufficiently early to allow time for decision making and implementation.
- Internal distractors
- Risk perception
- Risk acceptance

Some External factors are:

- The quantity of information available
- The quality of the information available
- The complexity of the environment
- External distractors

Section 2: How to Evaluate the Driver

Acceptable criteria for rating a driver's performance

There are several ways of determining whether or not the driver's performance in a particular environment is acceptable or unacceptable.

Acceptable criteria for rating driver performance includes:

- Decreasing risk by searching, adjusting speed or direction.
- Not causing another driver to change speed and/or direction.
- Reporting what was observed about the driver's behaviors.
- Complying with traffic laws.

Criteria must be based on state law, proper procedures, time/space management, search habits and student's growth and improvement.

Unacceptable criteria for rating a driver's performance

Unacceptable criteria for rating driver performance includes:

- You "feel comfortable."
- The driver does what you do.
- You become frightened.
- You compare one driver to another driver.

Section 2: How to Evaluate the Driver

Activity

Activity #2: How to Evaluate the Driver

Fill in the correct answer for each question.

1. What are the six factors that influence a driver's performance?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____

2. When evaluating a driver what are the four driver actions to evaluate?
 - a. _____
 - b. _____
 - c. _____
 - d. _____

3. List 3 ways to determine whether or not the driver's performance in a particular environment is acceptable.
 - a. _____
 - b. _____
 - c. _____

Section 2
Summary

This section covered how to evaluate the driver.

Section 3: Providing Feedback to the Driver

Introduction

Section 3 will discuss how to provide feedback to the driver and record keeping.

How to provide feedback to the driver when evaluating their performance

When evaluating a driver's performance providing feedback should:

- Be done in a systematic way related to the objectives of the lesson/environment.
- Relate to judgment and/or performance in searching, speed control, direction control, and timing/decision-making skills.
- Be done timely/immediately, as needed if mistakes are being made, such as:
 - actions or inactions.
 - judgments or decisions.

The observations from the evaluation should be communicated to the driver in a clear & concise manner. If this is part of a learning experience some remedial suggestions relevant to the driver's abilities should be outlined with some reasons why this individual would find it helpful to work to implement these suggestions.

Section 3: Providing Feedback to the Driver

- Record keeping
- Keep records of the driving performance of each student during each in-vehicle period to ensure continuity and keep instructors and students on track.
 - The record should indicate the lesson objectives and the content practiced, an evaluation of the student's performance and progress, and suggestions for what should be covered in subsequent practice periods.
 - An accurate record of the student's past performance encourages the instructor to design each in-vehicle practice in relation to needed skills and objectives.

Section 3 Summary

This section covered how to provide feedback to the driver and effective record keeping.

Section 4: Behind-the-Wheel Activity

Introduction Section 4 will allow you to work with your instructor in the vehicle to provide directions and commentary to the instructor and summarize the lesson as well as practice providing feedback and completing an in-vehicle evaluation form on the student.

Purpose The purpose of this BTW activity is to demonstrate teaching techniques, coaching the driver, providing commentary and practice evaluating a driver when teaching BTW lessons.

Objectives By the end of this activity, you will be able to demonstrate:

- The various teaching techniques.
- Coaching techniques.
- Questioning techniques for in-vehicle.
- How to visually search the roadway.
- How to summarize the lesson.
- The various types of in-vehicle evaluation.
- How, when or where to provide feedback to the driver's performance.
- How to fill out information on an evaluation form.

BTW Activity Your instructor will have you perform the following activities in the vehicle:

- Role play being an instructor by providing directions and commentary teaching.
- Practice the various coaching and evaluation techniques.
- Practice how to visually search the roadway ahead and check eye movement of the driver.
- Engage the observers.
- Summarize the in-vehicle lesson.
- Practice appropriate ways of providing feedback.
- Practice filling out an evaluation form.

Materials

- Clipboard
- Pens / pencils
- Sample driving route(s)
- Sample lesson plan(s)
- Evaluation forms
- This page

Section 4 Summary This section provided the opportunity to demonstrate ways of providing feedback to drivers and filling out and recording information on an evaluation form.

Module Summary

Module Summary

The purpose of this module was to describe how to evaluate a driver when teaching BTW lessons.

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

- Describe the various types of in-vehicle evaluation.
- Describe acceptable criteria for rating a driver's performance.
- Describe how evaluation takes place and what can be evaluated in the vehicle.
- Describe how to provide feedback on the driver's performance.

The information presented in this module is essential for understanding how to evaluate a driver when teaching BTW lessons.

Key Words

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

Evaluation	On-going evaluation
Summative evaluation	Guided self-evaluation

Module Review Activity

Module Review Activity Key Words Matchup

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

A. Evaluation	B. On-going evaluation
C. Summative evaluation	D. Guided self-evaluation

1. _____ Evaluating the driver each time the driver drives.
2. _____ Identifying the driver's strengths and weaknesses.
3. _____ Evaluation at the end of the in-vehicle phase.
4. _____ Formal attempt to develop the students' ability to evaluate their own driving performance.

Summary Sheet

Summary
Sheet

Four types of in-vehicle evaluation

1. Initial evaluation
2. On-going evaluation each time a driver drives.
3. Guided self-evaluation
4. Summative evaluation at the end of the in-vehicle phase.

Mistakes must be corrected through use of:

- words.
- visual aids (traffic boards).
- demonstration.

Measurements obtained when evaluating drivers:

- The driver's skills at maneuvering the car can be measured.
- The driver's ability to identify and avoid situations that are likely to produce a collision.

Evaluations can consistently:

- Determine which drivers are most successful in responding to hazardous traffic situations.
- Identify the driver's strengths and weaknesses.

The various factors that influence a driver's performance:

- Existing risks, Potential risks, Environmental conditions, Traffic volume, the type of roadway, and the speed of traffic.

Driver actions to evaluate:

- Searching, speed control, direction control and timing

Common driver responses.

Drivers can respond in any of the six ways.

1. Gradual or smooth.
2. Anticipate or make an early response.
3. Delay or make a late response.
4. NO RESPONSE AT ALL
5. Sudden, abrupt or spontaneous response.
6. Erratic responses either incidentally or continually.

Summary Sheet

Summary Sheet

Acceptable criteria for rating a driver's performance

Did they decrease risk by searching, adjusting speed or direction?, Did they cause another driver to change speed or direction?, What was observed about the driver's behavior during a particular driving situation?, Did the driver comply with the traffic laws?

Unacceptable criteria for rating a driver's performance

Did "you feel comfortable? Did the driver follow your commands when told? Did you become frightened? You compare one driver to another driver, Would you feel comfortable with the student driving towards you in another vehicle?

How to provide feedback to the driver when evaluating their performance

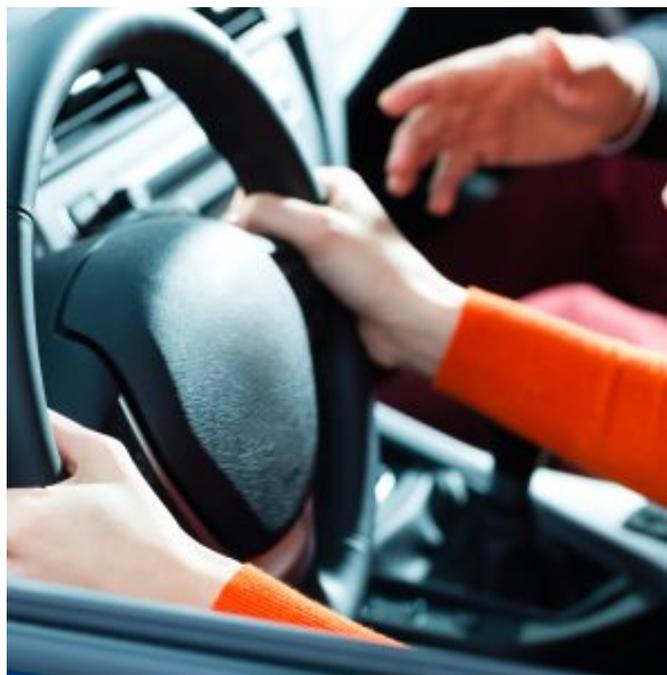
- Be done in a systematic way.
- Relate to judgment and/or performance in searching, speed control, direction control, and timing/decision-making skills.
- Be immediately done if mistakes are being made

Record keeping

- Keep records of the driving performance of each student during each in-vehicle period indicating the content practiced, an evaluation of the student's performance, and suggestions for what should be covered in subsequent practice periods, which encourages the instructor to design each in-vehicle practice in relation to needed skills.

Module 5

Command and Control of the Mobile Classroom



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Module Overview

Module Overview

1. Prior to this module we discussed driver evaluation.
2. This module is titled “Command and Control of the Mobile Classroom.”
3. The purpose of this module is to help you understand the proper instructor seating position, when and how to take control of the vehicle during in-vehicle instruction, how to utilize dual-brakes, and what to do in an emergency or collision.
4. This module will cover three topics:
 - Managing and taking control of the vehicle
 - Utilizing a dual brake in the vehicle
 - What to do in case of collisions
5. By the end of this module, you will be able to:
 - Demonstrate the proper instructor seating position.
 - Demonstrate when and how to manage and take control of the vehicle.
 - Demonstrate how to utilize dual-brakes.
 - Explain what to do in an emergency or collision.
6. During the module, you will be required to participate in group discussion and activities. At the end of the module you will participate in a BTW activity to demonstrate your understanding of the content.
7. During the module, you will be evaluated through questions and answers. There will be a 10-question quiz at the end of the module which you must complete with at least 80% accuracy.
8. This module will last approximately 1 hour in the classroom and 1.5 hours behind-the-wheel.
9. In this module you will learn how to take control of the vehicle during in-vehicle instruction and utilize dual brakes in the vehicle.

Key Words:

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

Center-pull parking brake	Dual instructors brake	Gear selector lever
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Section 1: Managing and Taking Control of the Vehicle

Introduction Section 3 will discuss the importance of the instructor seating position while teaching in-vehicle and how to manage and take control of the vehicle in an emergency situation.

Instructor seating position 1. The instructor shall be sitting in a manner to take control of the vehicle.

- Relaxed position but alert.
- Left hand should be in a position of immediate access to the steering wheel, typically perched on the center console and gear selector lever.
- Foot positioned ready to use the dual brake.

Activity **Activity #1: Demonstrating Proper Seating Position**

Your instructor will demonstrate the proper seating position to you.

Section 1: Managing and Taking Control of the Vehicle

Ways of managing and controlling the vehicle

Explain the process to the novice driver for managing and taking control of the vehicle, when needed.

1. Use of verbal commands.
2. Use of controls during the lesson. Should be explained prior to starting the lesson.
 - Dual brake use.
 - Steering assistance if needed
 - Gear selector lever
3. Taking control of the vehicle by using the steering wheel.
 - Left hand should be in a position of immediate access to the steering wheel.
 - Adjust the steering wheel if the situation presents a threat.
4. Taking control of the vehicle using the dual instructors brake.
 - Do not let dual brake become a student's crutch.
 - Firm pressure with ball of foot.
 - Use when a situation may become a threat to you or other roadway users.
5. Taking control of the vehicle by using the gear selector lever.
 - Left hand in position to reach gear selector lever.
 - Shift to "neutral" in situations where engine is over revving or acceleration is more than braking power.
6. Taking control of the vehicle by using the center-pull parking brake.
 - Can be used as a back-up to instructor brake.
 - Should limit its use due to possible rear-wheel lock-up.
 - Thumb should depress button when using.

Do not turn off the ignition while the vehicle is moving to demonstrate vehicle emergencies. This is unsafe.

Section 1: Managing and Taking Control of the Vehicle

Recognizing and taking appropriate action when drivers cannot perform

You can tell when a student is not understanding the lesson if the student:

- Seems confused or frustrated
- Is asking a lot of questions
- Doesn't feel comfortable performing a maneuver

What to do when a student is not understanding the tasks:

- Explain the material in a different manner.
- Break down the steps to the procedure.
- Take over control for part of the maneuver such as braking and see if that helps.
- When a student seems overloaded go back to a simpler maneuver or less complex maneuver and review.

It is possible that a student will just be doing something dangerous or wrong.

- There may not be a lot of discussion.
- Instruct the student on what to do.

Section 1: Managing and Taking Control of the Vehicle

Student issues The student should know that their learning and safety is the instructor's highest priority.

The student may express the following issues while in the vehicle:

- Nervousness
 - Take each step slowly and clearly
 - When you introduce a new topic or skills many students will freeze up or become overloaded
 - Back up and review, go back to basics
- Crying
 - Result of frustration
 - Try not to push too far
- Know it all
 - Ask a lot of questions
 - In this way the student realizes what they don't know
- Lack of confidence
 - Focus on what the student does well in the beginning
 - As they gain skill you can critique their skills or challenge them more
- Doesn't listen or follow directions
 - It is important to maintain safety at all times
 - Do not yell at the student
 - May have to use dual instructor brake if student continues (i.e. speed)
 - When possible talk to parents regarding student behavior

Section 1 This section covered the importance of the instructor seating position
Summary while teaching in-vehicle and how to take control of the vehicle.

Section 2: Utilizing a Dual Brake in the Vehicle

Introduction Section 2 will discuss how to utilize a dual-brake during in-vehicle instruction.

How to use a dual-brake during in-vehicle instruction

1. The instructor candidate should determine that the dual brake is installed properly (see manufacturer's instructions) and is positioned in such a way that it operates smoothly.
2. Prior to the student lessons, the instructor candidate should practice applying the dual control brake with their right foot while the vehicle is operated at varying speeds to determine how the vehicle will respond.
3. The dual control brake should only be used to control the driving situation.
4. Verbal commands should be used before using the dual brake, if possible. When necessary, use the dual brake.
5. The instructor candidate should not place their foot over or on the dual control brake because the brake can be sensitive and may lead to the brake being pressed by mistake.
6. The instructor candidate must maintain an instructional position in the car so that he/she can smoothly operate the dual control brake.
7. **The dual control brake should be rarely used as it will cause the student to become dependent on the instructor candidate's actions.**

Section 2
Summary

This section covered the procedures for using the dual-brake during in-vehicle instruction.

Section 3: What to do in an Emergency or Collision

Introduction Section 3 will discuss what to do in an emergency or collision.

What to do in an emergency or collision If an emergency or collision occurs follow the policies and procedures established by your program.

Example procedures may include:

1. Stop immediately.
2. Protect and control the scene.
3. Aid the injured (if qualified, otherwise call for help)
4. Record witnesses' names and addresses
5. If necessary call 911 or proper authorities.
6. Exchange information/reporting

Take these additional steps after a collision:

1. Make a sketch of the collision scene
2. Take a photograph
3. Record such facts as time, date, location, weather and driving conditions
4. Note the name of the hospital to which any injured persons were taken
5. Note the name and the identification number of the police officer at the collision scene
6. Notify the program manager and follow procedures by your program administrator.
7. Follow state and jurisdictional requirements for emergencies.

Give police the facts. Provide honest, accurate facts and never argue about who was to blame. Do not admit fault. Stay at the scene until all information has been recorded. Produce proof of financial responsibility by showing a card that lists current insurance or a bond card. Also, notify appropriate insurance agent promptly.

Section 3 Summary This section covered how to take control of the vehicle in an emergency situation.

Section 4: Behind-the-Wheel Activity

Introduction Section 4 will give you practice in a parking lot and on the road managing and taking control of the vehicle.

Note: Take this section with you to the vehicle.

Purpose The purpose of this behind-the-wheel activity is to give you practice (30 minutes in a parking lot and 60 minutes on the road) managing and taking control of the vehicle.

Objectives By the end of this activity, you will demonstrate how to:

- Use proper instructor seating and hand positions.
- Use verbal commands to maintain control.
- Take physical control of the vehicle.

BTW Activity Your instructor will have you perform the following activities:

- Proper instructor seating and hand positions.
- How to manage risks during BTW instruction.
- Practice visual skills and other techniques learning in the driver education program.
- How to anticipate student errors and use verbal commands to take and maintain control of the vehicle.
- How to take physical control of the vehicle.
- Instructor/center brake (soft/medium/hard braking).
- Instructor brake with accelerator applied.
- Using steering assist.
- Taking control of the steering wheel depending on the location of student's hands.
- Placing the transmission into neutral.
- IC's will practice the techniques during the following situations/environments:
 - Backing
 - Residential driving
 - Parking lot driving
 - Roadway driving under 45 mph
 - Turns
 - Lane changes

Materials Needed

- Clipboard
- Pens / pencils
- Sample driving route(s)
- Sample lesson plan(s)
- This page

Section 4 Summary This section provided the opportunity to demonstrate the proper instructor seating position, taking control of the steering wheel, using a dual-brake and directing the driver to perform maneuvers.

Module Summary

Module Summary

The purpose of this module was to help you understand the proper instructor seating position, when and how to take control of the vehicle during in-vehicle instruction, how to utilize dual-brakes, and what to do in an emergency or collision.

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

- Demonstrate the proper instructor seating position.
- Demonstrate when and how to manage and take control of the vehicle.
- Demonstrate how to utilize dual-brakes.
- Explain what to do in an emergency or collision..

The information presented in this module is essential for teaching you how to take control of the vehicle during in-vehicle instruction and utilize dual brakes in the vehicle.

Key Words

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

Center-pull parking brake	Dual instructors brake	Gear selector lever
---------------------------	------------------------	---------------------

Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Center-pull parking brake	B. Dual instructors brake	C. Gear selector lever
-------------------------------------	----------------------------------	-------------------------------

2. _____ Allows the driver to shift the transmission and is located either on the steering column or on a console located between the front seats.
3. _____ A hand-operated lever located to the right of the steering column, or to the right of the driver on the floor or center console used to stop the vehicle in an emergency situation.
5. _____ For use by the instructor and located on the passenger side of the vehicle to be used in an emergency situation.

Summary Sheet

Summary
Sheet

Instructor seating position

You should be sitting in a manner to take control of the vehicle by sitting in a relaxed but alert position, with your left hand positioned in immediate access to the steering wheel and gear selector lever and your foot positioned ready to use the dual brake.

Controlling the vehicle in an emergency situation

The instructor can take control of the vehicle by means of:

- The steering wheel – if the situation presents a threat
- The dual instructors brake - use when a situation becomes a threat to you or other roadway users
- The gear selector lever – use in situations where engine is over revving or acceleration is more than braking power
- The center-pull parking brake - used as a back-up to instructor brake

Utilizing the dual brake in the vehicle

Practice using and only use when necessary so the student does not become dependent on the instructor's actions.

What to do in an emergency or collision

Follow the procedures of your program. Example procedures may include:

1. Stop immediately.
2. Protect and control the scene.
3. Aid the injured (if qualified, otherwise call for help)
4. Record witnesses' names and addresses
5. If necessary, call 911 or proper authorities.
6. Exchange information/reporting

Module 6

Putting it All Together and Practice Teaching



Module Contents

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Section 1: Overview of Part III..... 6-3

Section 2: Peer Teaching Assignments 6-4

Section 3: Lesson Plan Format..... 6-5

Section 4: Behind-the-Wheel Activity 1..... 6-6

Section 5: Behind-the-Wheel Activity 2..... 6-7

Module Summary 6-9

Summary Sheet 6-10

Module Overview

Module Overview

1. Prior to this module we discussed:
 - Lesson Plans for In-Vehicle Instruction
 - Managing the Mobile Classroom
 - In-Vehicle Teaching Techniques
 - Driver Evaluation
 - Command and Control of the Mobile Classroom
2. This module is titled “Putting it All Together and Practice Teaching.”
3. The purpose of this module is to put together all of the information you have learned in the previous modules and demonstrate your understanding of the content. You will be given the opportunity to modify and utilize lesson plans for in-vehicle peer teaching and practice proper procedures for giving directions.
4. This module will cover four topics:
 - Overview of Part III
 - The peer teaching assignments
 - Modifying lesson plans
 - BTW practice
5. By the end of this module, you will be able to:
 - Modify and utilize lesson plans for each of the different driving environments as described in Module 1.
 - Modify and utilize a 20-30 minute driving route(s) in the immediate area based on the driving environments as described in Module 1.
 - Practice delivering in-vehicle lesson(s).
6. During the module, you will be required to participate in group discussion and activities lead by the instructor. At the end of the module you will participate in a BTW activity to demonstrate your understanding of the content.
7. This module will last approximately 1 hour in the classroom and 5 hours 45 minutes behind-the-wheel to demonstrate your understanding of the content and prepare for the driving route teaching assignments.
8. This module will give you experience in utilizing lesson plans and prepare for in-vehicle peer teaching.

Section 1: Overview of Part III

Introduction Section 1 provides a review of Modules 1 – 5 in Part III. This module gives you the opportunity to practice what you have learned in the previous modules.

Lesson Plans for In-Vehicle Instruction Module 1 introduced the in-vehicle lesson plan format, the five different driving environments: 1.) low speed, light traffic (residential); 2.) moderate speed, light traffic (open highway/rural); 3) moderate speed, dense traffic (suburban/urban/business); 4.) high speed, moderate and heavy traffic (expressway) and 5.) night driving. Guidelines for how to develop an on-street route were also discussed.

Managing the Mobile Classroom Module 2 provided the procedures for teaching an in-vehicle lesson, guidelines for giving directions during the in-vehicle instruction, how to use instructor mirrors during in-vehicle instruction, challenges to in-vehicle instruction, such as learning/physical challenges, managing multiple tasks and distractions and changing drivers and observer responsibilities.

In-Vehicle Teaching Techniques Module 3 discussed commentary teaching, student driver and observer commentary, coaching the driver by correction and positive reinforcement, engaging the non-driving students, visually searching the roadway and eye movement of driver and evaluating and summarizing an in-vehicle lesson.

Driver Evaluation Module 4 discussed the types and characteristics of in-vehicle evaluation, how to evaluate the driver, various factors that influence a driver's performance, driver actions to evaluate, criteria for rating a driver's performance, providing feedback to the driver and record keeping.

Command Control of the Vehicle Module 5 discussed how to manage and take control of the vehicle, how to utilize a dual brake in the vehicle and what to do in case of a collision.

Section 1 Summary This section provided a review of Modules 1-5 in Part III. Now you will have an opportunity to put it all together and practice teaching behind-the-wheel.

Section 2: Peer Teaching Assignments

Introduction Section 2 will discuss the peer teaching assignments and how you will be graded.

The 20-30 minute peer teaching assignments

1. You will be assigned a driving route(s) for which you will be responsible for teaching a 20-30 minute in-vehicle instruction lesson.
 - You will be required to utilize and modify lesson plans and routes for each of the five driving environments.
 - You will be evaluated on at least two of the five driving environments during an on-road evaluation.
 - Depending on class size the driving route may be performed in a group.
 - The driving route should be at least 20 – 30 minutes.

How you will be graded

1. Grading will be done using the On-Street Lesson Evaluation Form. Sample on-street teaching lesson evaluation forms are included in the appendices.
 - The On-Street Lesson Evaluation Form will evaluate your in-vehicle teaching performance.
 - Each evaluation will be assigned points. Each evaluation category will be given a minimum and maximum score based on a point system.

Section 2 Summary

This section covered the peer teaching assignments and how you will be graded.

Section 3: Lesson Plan Format

Introduction Section 3 will discuss the format of the lesson plan and what should be included for your teaching assignment.

The lesson plan format

The cover page of the lesson plan shall include:

- Presenters name, date of lesson, and title of lesson.
- Required entry level will state what prior lessons should have been taught before presenting the lesson.
- Overall lesson goal(s) for the lesson.
- Visuals/equipment can be incorporated into the lesson plan. Ex. Diagrams, pictures, clipboard.
- Any assignments for the lesson.

Each page following the cover page shall include:

- Prerequisites and classroom objectives related to the in-vehicle lesson.
- Instructional objectives
- Content based on the instructional objective
- Learning activities that will be used during the lesson
- Problem area(s)
- Evaluation/Questions

Final copy of lesson plan before presenting must be typed. Lesson plans must be turned in before presenting and will be assigned points as determined by the instructor.

- Instructor may assign due dates for lesson plan review prior to presentations.

Section 3 Summary

This section covered the format of the lesson plan and what should be included for your teaching assignment.

Section 4: Behind-the-Wheel Activity 1

Introduction Section 4 will allow you to work with your instructor in the vehicle to see how a behind-the-wheel lesson should be taught.

Note: Take this section with you to the vehicle.

Purpose The purpose of the behind-the-wheel activity is to give you an understanding of how a behind-the-wheel lesson is conducted by having your trainer model the instruction.

Objectives By the end of this activity, you will be able to:

- Describe how a BTW lesson is conducted.

BTW Activity Your instructor will perform the following activities in the vehicle: (check off the box when completed)

- Model/demonstrate how to conduct fundamental activities in an off-street parking area utilizing one or more of the behind-the-wheel lesson plans.
- Model/demonstrate how to conduct a behind-the-wheel lesson.
 - Model how to introduce the lesson.
 - Model how to conduct the lesson.
 - Model how to summarize the lesson.

Materials Needed

- Clipboard
- Pens / pencils
- Sample driving route(s)
- Sample lesson plan(s)
- This page

Section 4 Summary This section provided a model of a behind-the-wheel lesson and demonstrated how to utilize a lesson plan and driving route for behind-the-wheel instruction.

Section 5: Behind-the-Wheel Activity 2

Introduction Section 4 will allow you to work with your instructor and peers in the vehicle to practice conducting behind-the-wheel lessons.

Note: Take this section into the vehicle with you.

Purpose The purpose of the behind-the-wheel activity is to demonstrate your understanding of how to conduct behind-the-wheel lesson(s) in the vehicle.

Objectives By the end of this activity, you will be able to:

- Demonstrate the proper instructor seating position.
- Utilize a lesson plan and driving route for conducting on-street instruction.
- Conduct the vehicle and occupant safety checks.
- Give directions that are understandable.
- Demonstrate how to utilize instructor mirrors.
- Demonstrate how to manage multiple tasks and distractions.
- Demonstrate how to change drivers on street
- Demonstrate how to engage observers.
- Demonstrate the various teaching techniques that can be used in the car to enable learning.
- Demonstrate coaching techniques and features of a good coach.
- Demonstrate questioning techniques for in-vehicle teaching.
- Demonstrate how to visually search the roadway ahead and check eye movement of driver.
- Demonstrate how to manage and take control.
- Demonstrate how to utilize dual-brakes.
- Demonstrate how to summarize the lesson.
- Utilize and demonstrate the various types of in-vehicle evaluation.
- Fill out and record information on an evaluation form.

Section 5: Behind-the-Wheel Activity

BTW Activity 2

The following activities should be completed in the vehicle:

- Practice conducting BTW lesson(s) utilizing one or more of the BTW lesson plans.
- driving the route;
- managing the mobile classroom and
- giving directions for the route.

Checklist for completion:

- Performs pre-drive procedures correctly.
- Proper instructor seating position.
- Uses correct terminology.
- Gives directions clear and concise.
- Gives directions in a timely manner.
- Correctly manages multiple tasks in the vehicle.
- Correctly manages distractions in the back seat.
- Uses instructor and eye mirrors correctly.
- Rotates drivers in a safe place and correct time.
- If applicable, engages back seat observers.
- Correctly utilizes commentary teaching.
- Visually searches the roadway ahead.
- Checks eye movement of the driver.
- Correctly fills out and records information on form.
- Take control of the steering wheel in emergency.
- Use a dual-brake in the vehicle.

Direct the driver to perform the following:

- Backing maneuvers
- Parallel parking
- 3 point turns
- Straight backing
- Lane changes
- Freeway entering/exiting
- Control dual brake
- Use bottom of steering wheel to make turns
- Summarizes the in-vehicle lesson.
- Provides feedback to drivers while in the vehicle.

Materials
Needed

- Clipboard
- Pens / pencils
- Sample driving route(s)
- Sample lesson plan(s)
- This page

Section 4
Summary

This section provided the opportunity to demonstrate how to conduct a behind-the-wheel lesson, utilizing the information that was learned in the previous modules.

Module Summary

Module Summary

The purpose of this module was to put together all of the information you have learned in the previous modules and demonstrate your understanding of the content. You were given an opportunity to utilize lesson plans for the in-vehicle peer teaching and practice proper procedures for giving directions.

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

- Modify and utilize lesson plans for each of the different driving environments as described in Module 1.
- Modify and utilize a 20-30 minute driving route(s) in the immediate area based on the driving environments as described in Module 1.
- Practice delivering in-vehicle lesson(s).

The information presented in this module is essential for giving you experience in utilizing lesson plans and practice teaching.

Summary Sheet

Summary
Sheet

Peer Teaching Assignments

You will be assigned a driving route(s) for which you will be responsible for teaching.

- You will be required to utilize and modify lesson plans and routes for each of the five driving environments.
- You will be evaluated on two of the five driving environments.

Lesson Plan Format

The cover page of the lesson plan shall include:

- Presenters name, date of lesson, and title of lesson.
- Required entry level will state what prior lessons should have been taught before presenting the lesson.
- Overall lesson goal(s) for the lesson.
- Visuals can be incorporated into the lesson plan. Ex. Diagrams, pictures, clipboard.
- Any assignments for the lesson.

Each page following the cover page shall include:

- Instructional objectives.
- Content based of the instructional objective.
- Learning activities that will be used during the lesson.
- Problem area(s).
- Evaluation/Questions.

Module 7

Peer Teaching Driving Route Demonstrations



Module Contents

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Section 1: Conducting a Practice Driving Route..... 7-3

Module Summary 7-4

Summary Sheet 7-5

Module Overview

Module Overview

1. Prior to this module, we discussed Putting it all Together and Practice Teaching.
2. This module is titled “Peer Teaching Driving Route Demonstrations.”
3. The purpose of this module is to discuss and conduct the in-vehicle peer teaching lessons and how you will be evaluated.
4. This module will cover one topic:
 - Conducting a practice driving route
5. By the end of this module, you will be able to:
 - Prepare for the in-vehicle training task.
 - Teach an in-vehicle driving lesson.
 - Demonstrate how to properly complete a student in-vehicle recording form.
6. During the module, you will be required to conduct driving route demonstrations for conducting lessons including: an introduction, giving directions, coaching, correcting, and assessing the novice driver.
7. This module will take approximately 6.5 hours to conduct the Peer Teaching assignments.
8. In this module you will be evaluated on your ability to conduct an in-vehicle lesson.

Section 1: Conducting a Practice Driving Route

Introduction Section 1 will discuss the peer teaching assignments and how you will be graded.

The peer teaching assignments

1. You were assigned a driving lesson(s) for which you are responsible for teaching.
 - You were required to utilize and modify lesson plans and routes for each lesson.
 - You will be evaluated on a minimum of two driving lessons.
 - You will have 20-25 minutes to complete your driving lesson with 5-10 minutes of discussion after the lesson.

How the instructor candidates will be graded

1. Grading will be done using the On-Street Lesson Evaluation Form.
 - The On-Street Lesson Evaluation Form will be used to record your in-vehicle teaching performance.
 - Each evaluation will be assigned points by your instructor.

Section 1 Summary This section covered the peer teaching assignments and how you will be graded.

Module Summary

Module Summary

The purpose of this module was to give you an opportunity to discuss and conduct the in-vehicle student teaching lessons.

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

- Prepare for the in-vehicle training task.
- Teach an in-vehicle driving lesson.
- Demonstrate how to properly complete a student in-vehicle recording form.

The information presented in this module is essential for giving you experience in teaching an in-vehicle lesson.

Summary Sheet

Summary
Sheet

Teaching Assignment

The Instructor Candidate will be assigned driving lessons(s) for which they will be responsible for teaching.

- The Instructor Candidate will be required to utilize and modify lesson plans and routes for each driving lesson.
- The Instructor Candidate will be evaluated on a minimum of two lessons.
- You will have 20-25 minutes to complete your driving lesson with 5-10 minutes of discussion after the lesson.

Grading

Grading will be done using the On-Street Lesson Evaluation Form.

- The On-Street Lesson Evaluation Form will be used to record your in-vehicle teaching performance.
- Each evaluation will be assigned points by your instructor.

Module 8

Coordination Between Behind-the-Wheel Instruction and Classroom



If already covered in Part II recap this module.

If the instructor candidate did not attend Part II this module will need to be conducted in Part III.

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Activity #2: Discussion on Tools to Connect Instructors of Different Phases	8-5
Section 2: Transitioning and Relating Classroom Content to Behind-the-Wheel Instruction	8-6
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Module Overview

Module Overview

1. Prior to this module, we conducted peer teaching driving route demonstrations.
2. This module is titled “Coordination Between Behind-the-Wheel and Classroom.”
3. The purpose of this module is to identify how to integrate behind-the-wheel instruction and classroom through communication and coordination.
4. This module will cover two topics:
 - Coordinating and communicating with the classroom instructor.
 - Transitioning and relating classroom content to behind-the-wheel instruction.
5. By the end of this module, you will be able to:
 - Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
 - Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon the state or jurisdiction approved teen driver education curriculum.
 - Describe the educational benefit of a concurrent and integrated driver education program.
 - Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
 - Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen and parents.

Module Overview

Module
Overview

6. During the module, you will be required to participate in group discussion and activities lead by the instructor.
7. During the module, you will be evaluated through questions and answers. There will be a 10-point quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 1 hour in the classroom.
9. This module will help you to integrate the driver education behind-the-wheel and classroom courses.

Key Words:

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

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Section 1: Coordinating and Communicating with the Classroom Instructor

Introduction Section 1 will cover how to coordinate lessons and communicate with the classroom instructor.

Coordinating lessons with the classroom instructor The behind-the-wheel instructor should coordinate lessons with the classroom instructor.

Classroom, behind-the-wheel, observation time and laboratory instruction should be concurrent, no break between phases and integrated, meaning scheduled to include an alternating mix of instruction (classroom sessions and behind-the-wheel sessions) throughout the duration of the course.

Methods of communicating with the classroom instructor It is important for the classroom and behind-the-wheel instructor to communicate. Communication can occur through:

- Planned meetings
- Student driving records
- Classroom instructor participate in BTW observations (ride along, be aware of all BTW routes and the order skills are taught)
- BTW instructor participate in classroom observations (sit in on classroom, be aware of all classroom lessons and the order materials are taught)

Section 1: Coordinating and Communicating with the Classroom Instructor

Activity

Activity #1: Create a Wall Chart

Create a wall chart with different elements found in both the classroom and in-vehicle portions of the course demonstrating the purpose of each phase. After wall charts are completed, the class will engage in a discussion about the common elements.

Activity

Activity #2: Discussion on Tools to Connect Instructors of Different Phases

Your instructor will lead a discussion on what tools instructors need to connect with each other for the different phases of the course and how to use them to communicate with other instructors, parents, and teens?

Section 1
Summary

This section covered how to coordinate lessons and communicate with the classroom instructor.

Section 2: Transitioning and Relating Classroom Content to Behind-the-Wheel Instruction

Introduction Section 2 will cover how to transition and relate classroom content to behind-the-wheel instruction.

Transitioning and relating classroom content to behind-the-wheel instruction Classroom Instructors and BTW Instructors will create, maintain, and use a list of questions specific to each BTW lesson. Similar questions will be used in class discussions, BTW lessons, and observer activities.

Questions will pertain to:

- classroom content
- key words
- text book content
- videos
- state driving manual

Section 2: Transitioning and Relating Classroom Content to Behind-the-Wheel Instruction

Activity

Activity #3: Common Vocabulary

Your instructor will lead a class discussion regarding the need for a common vocabulary. Each instructor candidate will share a concept from the classroom that needs to be shared during the in-vehicle lesson.

Activity

Activity #4 Curriculum Flow Chart

Your instructor will provide you with a curriculum flow chart to review and identify the flow of concepts through the driver education program.

Section 2
Summary

This section covered how to transition and relate classroom content to behind-the-wheel instruction.

Module Summary

Module Summary

The purpose of this module was to identify how to integrate behind-the-wheel instruction and classroom through communication and coordination.

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

- Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
- Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon the state or jurisdiction approved teen driver education curriculum.
- Describe the educational benefit of a concurrent and integrated driver education program.
- Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
- Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

The information that was presented in this module is essential to integrate the behind-the-wheel and classroom courses.

Key Words

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

Coordination	Concurrent	Integrated
Transitioning	Communicating	Relating

Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Coordination	B. Concurrent	C. Integrated
D. Transitioning	E. Communicating	F. Relating

1. _____ Classroom, behind-the-wheel and observation time runs simultaneously with no break between phases.
2. _____ The organization and integration of the classroom and behind-the-wheel courses to enable them to work together effectively.
3. _____ To convey information about the classroom course to the behind-the-wheel instructor and vice versa.
4. _____ An alternative mix of classroom, behind-the-wheel and observation time throughout the duration of the course.
5. _____ Changing from classroom instruction to behind-the-wheel instruction.
6. _____ To establish or demonstrate a connection between the classroom course and the behind-the-wheel course.

Summary Sheet

Summary Sheet

Coordinating lessons with the classroom instructor

The behind-the-wheel instructor should coordinate lessons with the classroom instructor.

Classroom, behind-the-wheel, observation time and laboratory instruction should be concurrent, no break between phases and integrated, meaning scheduled to include an alternating mix of instruction (classroom sessions and behind-the-wheel sessions) throughout the duration of the course.

Methods of communicating with the classroom instructor

It is important for the classroom and behind-the-wheel instructor to communicate. Communication can occur through:

- Planned meetings
- Student driving records
- Classroom instructor participate in BTW observations
- BTW instructor participate in classroom observations

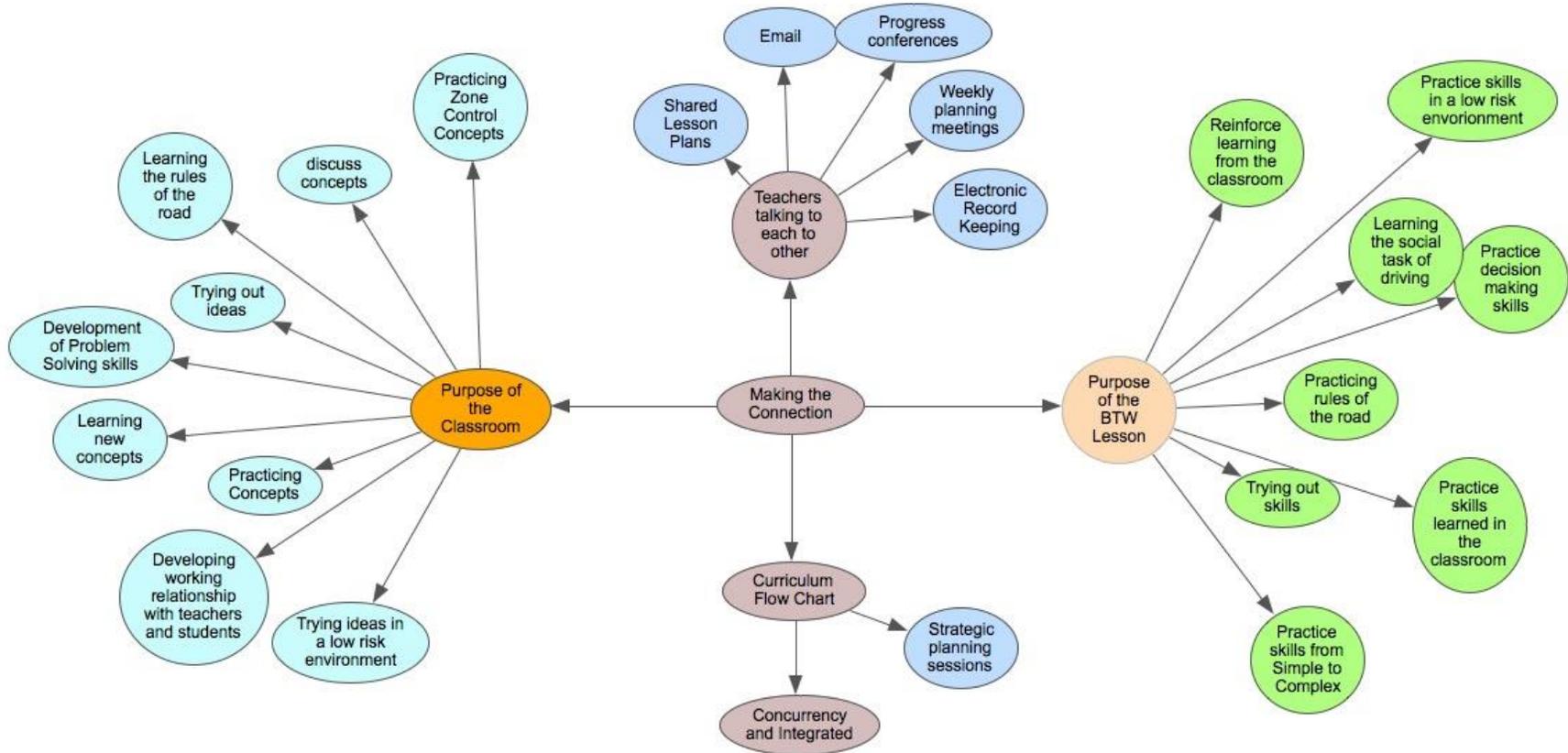
Transitioning and relating behind-the-wheel instruction to classroom content

Classroom Instructors and BTW Instructors will create, maintain, and use a list of questions specific to each BTW lesson. Similar questions will be used in class discussions, BTW lessons, and observer activities.

Questions will pertain to:

- classroom content
- key words
- text book content
- videos
- state driving manual

Collaboration Between Classroom and BTW



Relationship between Classroom and In-Car Standards

The following table describes how the classroom standards relate to the in-car standards.

Classroom Standard	In-Car Standard
<p>C 1.0 Classroom Standard One: Preparing To Operate a Vehicle.</p> <p>C 2.0 Classroom Standard Two: Understanding Vehicle Control Needs.</p>	<p>IC. 1.0. In-car Standard One: Preparing to Operate a Vehicle.</p> <p>1.1 Preparations to Operate Vehicle.</p> <p>1.2 Judgment of Vehicle to Roadway Position.</p>
<p>C 3.0 Classroom Standard Three: Introducing Traffic Entry Skills.</p> <p>C 4.0 Classroom Standard Four: Introducing Intersection Skills and Negotiating Curves and Hills.</p>	<p>IC. 2.0 In-car Standard Two: Introducing Traffic Entry and Intersection Approach Skills.</p> <p>2.1. Visualization of Intended Travel Path</p> <p>2.2 Searching Intended Travel Path</p>
<p>C 5.0 Classroom Standard Five: Space Management and Vehicle Control Skills in Moderate Risk Environments.</p> <p>C 6.0 Classroom Standard Six: Developing Traffic Flow and Space Management Skills at Speeds Below 55 m.p.h.</p> <p>C 7.0 Classroom Standard Seven: Developing Traffic Flow and Space Management Skills at Maximum Highway Speeds</p> <p>C 10.0 Classroom Standard Ten: Other Roadway Users.</p>	<p>IC. 3.0. In-car Standard Three: Developing Visual and Mental Perception for Vehicle Control Tasks.</p> <p>3.1 Speed Control</p> <p>3.2 Lane Position Selection</p> <p>3.3 Rear Zone Searching and Control</p> <p>3.4 Communication and Courtesy</p> <p>3.5 Using Three Steps to Problem-Solving (i.e. SEE)</p>
<p>C 9.0 Classroom Standard Nine: Dealing with Adverse Conditions.</p> <p>C 11.0 Classroom Standard Eleven: Responding to Emergencies, Vehicle Malfunctions and Crashes.</p>	<p>IC. 4.0. In-car Standard Four: Responding to Emergency Situations.</p> <p>4.1 Divide Focal and Mental Attention Between</p> <p>4.2 Identify, Assess and Respond to Vehicle Emergencies.</p> <p>4.3 Identify, Assess and Respond to Environmental Conditions.</p>

Module 9

On-Board Technologies



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Module Overview

Module Overview

1. Prior to this module, you completed the driving route teaching assignments.
2. This module is titled “On-board Technologies.”
3. The purpose of this module is to give the student a better understanding of on-board technologies.
4. This module will cover one topic:
 - The role and use of on-board technologies
5. By the end of this module, you will be able to:
 - Describe the role and use of on-board technologies in behind-the-wheel instruction, including technology used for driver training and new vehicle technology.
6. During the module, you will be required to participate in group discussion and activities lead by the instructor.
7. During the module, you will be evaluated on your participation in class discussion. There will be a 6-point quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 1 hour.
9. This module will help you to learn more about on-board technologies.

Key Words:

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

Electronic scoring sheets	GPS	On-board technologies
Tracking devices		

Section 1: The Role and Use of On-board Technologies

Introduction Section 3 will cover the role and use of on-board technologies in supporting behind-the-wheel instruction, including current technologies for in-vehicle training, such as cameras and GPS systems and other technologies found or available in vehicles today. Some technologies are factory installed while others are available as aftermarket items. Some are passive and require no driver intervention while others must be actively enabled or disabled by the driver. None should add to the driver's task load or distractions.

Activity **Activity #1: Discussion on On-Board Technologies**

Provide a definition of On-board Technologies and participate in a discussion on the various types of On-board Technologies one can find and use in a vehicle.

What are on-board technologies? On-board technologies include the computer and electronic technology in your vehicle, including emergency warning systems, GPS navigation, integrated cell phones, wireless safety communications, automatic driving assistance systems and vehicle tracking.

Many new technological advances in vehicle integrity are available in vehicles to lessen the events of a crash for today's drivers. Vehicle telematics has been changing very rapidly over the past few years, with advances in smart phone integration, the Internet and GPS receivers. Emerging technologies include vehicle to vehicle (V2V) and vehicle to infrastructure (V2I).

Section 1: The Role and Use of On-board Technologies

Current technologies for in-vehicle training

Current technology used for in-vehicle training includes:

- **Cameras that can be used to record:**
 - student driving performance including eye use, bookmark events and review the student’s driving through video in the classroom
 - the driving scene to make instructional movies and to make simulated driving scenes of the local area. The students can take home a card with the video on it to review at home.
 - instructor activities to evaluate their teaching skills. Can also protect against liability and sexual harassment.
- In addition to video, camera system may also include audio capture, accelerometer and GPS information and Bluetooth/cellular connectivity
- **GPS systems** – used to assist with driving route and giving directions.
- **Tracking devices** – used to monitor/evaluate student’s driving, including location, time, speed, lateral and linear acceleration, generating a “Drive Score” and electronic Log Book as well as vehicle/fleet maintenance information for the instructor/school. It may also include Bluetooth/cellular connectivity.
- **Electronic Score sheets** – used for evaluation/assessment and lesson/progress/performance tracking. Possible to generate a very robust representation of driver performance when integrated/synchronized with other telematic data. It may also include Bluetooth/cellular connectivity

Activity

Activity #2: Using Vehicle Technology in Driver Education

Participate in a discussion on how they actually use on-board technology while teaching driver education.

Section 1: The Role and Use of On-board Technologies

New technology in vehicles

New technology in vehicles includes:

- Adaptive Cruise Control
- Adaptive Headlights
- Anti-Lock Braking System
- Automatic Emergency Braking
- Automatic Parallel Parking
- Automatic Reverse Braking
- Back-up Camera
- Back-up Warning
- Bicycle Detection
- Blind Spot Monitor
- Brake Assist
- Curve Speed Warning
- Drowsiness Alert
- Electronic Stability Control
- Forward Collision Warning
- High Speed Alert
- Hill Descent Assist
- Hill Start Assist
- Lane Departure Warning
- Lane Keeping Assist
- Left Turn Crash Avoidance
- Obstacle Detection
- Parking Sensors
- Pedestrian Detection
- Push Button Start
- Rear Cross Traffic Alert
- Sideview Camera
- Temperature Warning
- Tire Pressure Monitoring System
- Traction Control

For more detailed information on these technologies, please visit mycardoeswhat.org.

Instructors must be aware of this vehicle technology when teaching in-vehicle instruction.

Any technologies available in your driver education vehicle should be covered in your lesson plan.

Activity

Activity #3: New Technologies in Vehicles

Provide a list of new technologies in vehicles that you have observed or read about.

Section 1
Summary

This section discussed the use of on-board technologies.

Module Summary

Module
Summary

The purpose of this module was to give the student a better understanding of on-board technologies.

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

- Describe the role and use of on-board technologies in behind-the-wheel instruction.

The information presented in this module will help you to learn more about ways to enhance your driver education program through on-board technologies.

Key Words

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

Electronic scoring sheets	GPS	On-board technologies
Tracking devices		

Module Review Activity

Module Review Activity

Key Words Matchup

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

A. Electronic scoring sheets	B. GPS	C. On-board technologies
D. Tracking devices		

1. _____ The computer and electronic technology in your vehicle, including emergency warning systems, GPS navigation, integrated hands-free cell phones, wireless safety communications, automatic driving assistance systems and vehicle tracking.
2. _____ Used to monitor/evaluate student's driving, including location, time, speed, lateral and linear acceleration, generating a "Drive Score" and electronic Log Book as well as vehicle/fleet maintenance information for the instructor/school.
3. _____ Used to assist with driving route and giving directions.
4. _____ Used for evaluation/assessment and lesson/progress/performance tracking.

Summary Sheet

Summary Sheet – continued

The Role and Use of On-board Technologies

On-board technologies include various vehicle telematics such as the computer and electronic technology in your vehicle, including emergency warning systems, GPS navigation, integrated hands-free cell phones, wireless safety communications, automatic driving assistance systems and vehicle tracking. These may be factory-installed or aftermarket items.

Current technology used for in-vehicle training includes cameras used for students, used for the driving scene and used for instructors, GPS systems, and tracking devices as well as various hand-held devices.

New and emerging technology in vehicles includes:

- Back-up Camera
- Anti-Lock Braking System
- Blind Spot Monitor
- Automatic Emergency Braking
- Lane Departure Warning
- Tire Pressure Monitoring System
- Adaptive Cruise Control
- Adaptive Headlights
- Automatic Parallel Parking
- Automatic Reverse Braking
- Back-up Warning
- Bicycle Detection
- Brake Assist
- Curve Speed Warning
- Drowsiness Alert
- Electronic Stability Control
- Forward Collision Warning
- High Speed Alert
- Hill Descent Assist
- Hill Start Assist
- Lane Keeping Assist
- Left Turn Crash Avoidance
- Obstacle Detection
- Parking Sensors
- Pedestrian Detection
- Push Button Start
- Rear Cross Traffic Alert
- Temperature Warning
- Sideview Camera
- Traction Control

Module 10

**Behind-the-Wheel Teaching and
Learning Theories Course
Wrap-Up**



Module Contents

Module Overview 10-2

Section 1: Summary of Behind-the-Wheel Teaching and Learning Theories Course 10-3

Module Summary 10-4

Summary Sheet 10-5

Module Overview

Module Overview

1. Prior to this module, we discussed On-Board Technologies.
2. This module is titled “Behind-the-Wheel Teaching and Learning Theories Course Wrap-Up.”
3. The purpose of this module is to provide a summary of the Behind-the-Wheel Teaching and Learning Theories Course and answer any questions before you take the knowledge test.
4. This module will last approximately 30 minutes.
5. This module will provide a summary of the course and help you have additional questions answered.

Section 1: Summary of Behind-the-Wheel Teaching and Learning Theories Course

Introduction Section 1 will provide a summary of the Behind-the-Wheel Teaching and Learning Theories Course.

The main topics of this course

In this course, you learned:

- The lesson plan consists of instructional objectives, content, learning activities, anticipated problems and method of evaluation.
- When developing a route, work from the simple to complex environments, the characteristics of the environment should match the objectives in the lesson plan, and allow for 20-30 minutes per student.
- The five driving environments are low-speed, light traffic (residential), moderate speed, light traffic (open highway/rural), moderate speed, dense traffic (suburban/urban), high speed, moderate and heavy traffic (expressway) and night driving.
- When giving directions, they should be the same for every driver, unless a student is not catching on, short/concise directions, easy to state and remember, easy to understand and follow, “Where” first, then “what,” given clearly and early and timed so not to overload the driver.
- The instructor should be sitting in a manner to take control of the vehicle by sitting in a relaxed but alert position, with left their hand in immediate access to the steering wheel and gear selector lever, with their foot positioned ready to use the dual brake.
- The instructor can take control of the vehicle by means of the steering wheel, the dual instructors, the gear selector lever, and the center-pull parking brake.
- Commentary teaching is when the instructor verbalizes the lesson and conditions and student commentary is when the student verbalizes what they are doing and the condition of the roadway.
- Types of in-vehicle evaluation includes initial evaluation, on-going evaluation, guided self-evaluation and summative evaluation.

Module Summary

Module Summary

The purpose of this module was to provide a summary of the Behind-the-Wheel Teaching and Learning Theories Course and help you have additional questions answered.

This module covered one topic:

- Summary of behind-the-wheel teaching and learning theories course.

The information that was presented in this module is essential for understanding the behind-the-wheel teaching and learning theories course and to prepare for the knowledge test.

Summary Sheet

Introduction Section 1 will provide a summary of the Behind-the-Wheel Teaching and Learning Theories Course.

Lesson plans
for in-vehicle

Lesson Plan Format

Each instructional objective shall include content for the instructional objective, learning activities, anticipated problems and method of evaluation. After the instructional objectives a copy of the route will be attached to the lesson plan.

On-Street Route Development

- Always work from the simple to the more complex environments.
- The characteristics of the environment should match with the objectives in the lesson plan.
- Every on-street route should allow for:
 - An introduction.
 - A demonstration of skills.
 - Repetitious practice (specify the number of repetitions).
 - Assessments.
- The instructor should be very familiar with the routes.
- Each route should contain:
 - Twenty to thirty instructional minutes per student.
 - Time for directions.
 - Static and dynamic situations.
 - Simple to complex situations

Different Driving Environments

The five driving environments are:

1. Low-speed, light traffic (i.e. residential) – speeds of 5-25 mph, few traffic controls
2. Moderate speed, light traffic (i.e. open highway/rural) - speeds of 35-50 mph, variable sight distance, multiple lanes
3. Moderate speed, dense traffic (i.e. suburban/urban/ business district) – speeds of 25-35 mph, maximum number of users, multiple traffic lanes and intersections
4. High speed, moderate and heavy traffic (i.e. expressway) – speeds of 55 – 70 mph, variety of exchanges, limited access
5. Night driving should be included in driver education instruction if possible. Night driving provides significantly reduced visibility for the student and the instructor.

Summary Sheet

Giving directions

Changing Drivers

Allow twenty to thirty minutes for each student to drive. Choose a safe location to change drivers such as a public area with limited traffic and a good sight distance ahead and behind.

Guidelines for Giving Directions

- Write directions to negotiate a route, which will minimize misunderstanding.
- Verbalize directions, which maximize hearing and understanding of the direction.
- Identify where/when directions should be given that minimize driver overload.
- Directions should be short and concise, use key words, easy to state and remember, easy to understand and follow, and consistent.
- How you give directions is critical in the driver's performance. Make sure you talk loudly and clearly and pause between the "where/when" and the "what" components of the directions.

Instructor seating position

You should be sitting in a manner to take control of the vehicle by sitting in a relaxed but alert position, with your left hand positioned in immediate access to the steering wheel and gear selector lever, with your foot positioned ready to use the dual brake.

Controlling the vehicle in an emergency situation

The instructor can take control of the vehicle by means of:

- The steering wheel – if the situation presents a threat
- The dual instructors brake - use when a situation becomes a threat to you or other roadway users
- The gear selector lever – use in situations where engine is over revving or acceleration is more than braking power
- The center-pull parking brake - used as a back-up to instructor brake, limit use due to rear-wheel lock up

Summary Sheet

In-vehicle
teaching
techniques

Commentary Teaching

Commentary teaching is when the instructor verbalizes the lesson and conditions to help familiarize the students with what they are expected to do and the condition of the roadway.

Student commentary is when the student verbalizes what they are doing and the condition of the roadway.

Both teaching methods, commentary teaching and student commentary, are very important components to the initial part of the in-vehicle training process. Both methods help to create interaction and help students to understand what they need to do. Commentary teaching should be utilized in short sessions. It is not meant to be used for long periods of time.

Coaching the Driver

Coaching is a method where the instructor and student form a partnership in which the instructor, through observation, questioning and feedback, encourages the learner to be him/herself, identify goals, reflect on their experience and develop strategies to meet their driving goals in the future.

Coaching by correction is correcting student's mistakes with constructive criticism. In-vehicle instructors should not only identify mistakes made, but provide positive comments and explaining to the driver how to correct the mistake.

Positive reinforcement is telling them they have done a good job and rewards the student for positive behavior.

Coaching is designed to develop the awareness and responsibility of the person being coached. These are all vital components in encouraging safe driving.

- **Leading the learner into an active role**
It is important to lead the learner into an active role. The more active the student is in the learning process, the more likely they are to develop and maintain skills not just during training but also when driving.
- **Projecting positive personality traits to students**
Demonstrate respect and empathy for learners as growing, developing and feeling human beings.

Summary Sheet

Driver
evaluation

Types of in-vehicle evaluation

1. Initial evaluation.
2. On-going evaluation each time a driver drives.
3. Guided self-evaluation.
2. End of unit or course (summative) evaluation at the end of the in-vehicle phase.

Measurements obtained when evaluating drivers:

- The driver's skills at maneuvering the car can be measured.
- The driver's ability to identify and avoid situations that are likely to produce a collision.

Evaluations can consistently:

- Determine which drivers are most successful in responding to hazardous traffic situations.
- Identify the driver's strengths and weaknesses.

Driver actions to evaluate:

- Break down the driver's strong and weak points.
- Searching, speed control, direction control and timing

How to provide feedback to the driver

- Be done in a systematic way.
- Relate to judgment and/or performance in searching, speed control, direction control, and timing/decision-making skills.
- Be immediately done if mistakes are being made

On-board
technologies

On-board technologies

Include the computer and electronic technology in your vehicle, including emergency warning systems, GPS navigation, integrated cell phones, wireless safety communications, automatic driving assistance systems and vehicle tracking.

Technology for in-vehicle training

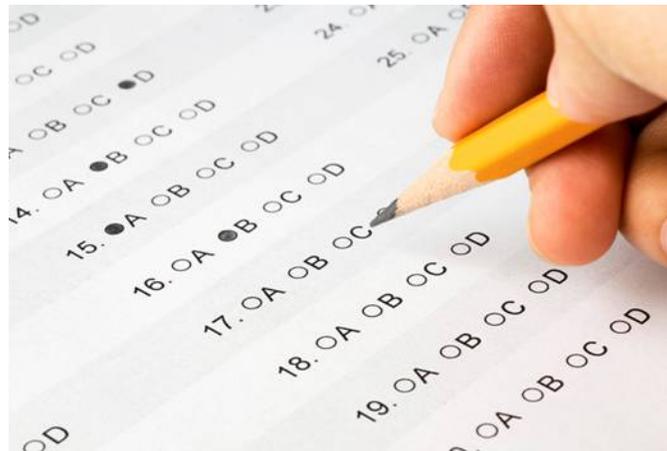
Includes cameras to record, GPS systems, tracking devices, electronic score sheets

New technology in vehicles

Includes back up cameras, blind spot detector, automatic parallel parking, back-up warning, brake assist, drowsiness alert, lane keeping assist, pedestrian detection, push button start, traction control and more. Any technologies available in your driver education vehicle should be covered in your lesson plan.

Module 11

Behind-the-Wheel Teaching and Learning Theory Knowledge Test



Module Contents

Module Overview 11-2

Section 1: Behind-the-Wheel Teaching and Learning Theories

Knowledge Test 11-3

Module Summary 11-5

Module Overview

Module Overview

1. Prior to this module, you were provided a course wrap-up.
2. This module is titled “Behind-the-Wheel Teaching and Learning Theories Knowledge Test.”
3. The purpose of the module is to provide you with a clear understanding of the examination requirements; and to demonstrate that you have a firm understanding of the knowledge and skills necessary for becoming a driver education instructor.
4. This module covers one topic:
 - Behind-the-Wheel Teaching and Learning Theory Knowledge Test.
5. By the end of this module, you will be able to:
 - Demonstrate an understanding of the knowledge and skill necessary for being a driver education instructor.
 - Demonstrate an understanding of the attitudes and responsibilities necessary for being a behind-the-wheel driver education instructor.
 - Successfully pass the Behind-the-Wheel Teaching and Learning Theories Knowledge Test with an 80% accuracy.
6. This module will last approximately 1 hour.
7. This module will help you understand the Behind-the-Wheel Teaching and Learning Theories Knowledge Test for completion of the Behind-the-Wheel Teaching and Learning Theories course.

Section 1: Behind-the-Wheel Teaching and Learning Theories Knowledge Test

Introduction Section 1 will cover what to expect from the Behind-the-Wheel Teaching and Learning Theories Knowledge Test.

Behind-the-Wheel Teaching and Learning Theories Knowledge Test

1. Consists of 30 multiple choice questions.
2. There are three alternatives for each question (a, b and c).
3. Pick the response that best answers the question.
4. You must pass with a score of 80% or higher to complete the Behind-the-Wheel Teaching and Learning Theories Course.
5. You have one hour to complete the test.
6. When finished remain in the room and your instructor will collect the test and answer sheet.

Section 1 Summary This section covered what to expect from the Behind-the-Wheel Teaching and Learning Theories Knowledge Test.

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Module Summary

Module Summary

The purpose of this module was to provide you with a clear understanding of the requirement that driver education instructors successfully complete the required examination upon completion of the Behind-the-Wheel Teaching and Learning Theories Course to demonstrate that you have a firm understanding of the knowledge, knowledge, and attitude necessary for becoming a driver education instructor.

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

- Demonstrate an understanding of the knowledge and skill necessary for being a driver education instructor.
- Demonstrate an understanding of the attitudes and responsibilities necessary for being a behind-the-wheel driver education instructor.
- Successfully pass the Behind-the-Wheel Teaching and Learning Theories Knowledge Test with an 80% accuracy.

The information that was presented in this module is essential for understanding the Behind-the-Wheel Teaching and Learning Theories Knowledge Test for completion of the Behind-the-Wheel Teaching and Learning Theories course.

Part III Addendum

Module C

Optional Content

Driving Ranges and Driving Simulators



NOTE: The instructor should use their discretion as to what topics to cover in this module. This module may not need to be covered in detail, but provides a sample of what could be covered in the course. If your state does not have specific content for these topics use this module to teach these topics.

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Module Overview

Module Overview

1. Prior to this module, we completed the knowledge test.
2. This module is titled “Driving Ranges and Driving Simulators.”
3. The purpose of this module is to give the student a better understanding of how driving ranges and driving simulators can enhance driver education.
4. This module will cover two topics:
 - Driving ranges
 - Driving simulators
5. By the end of this module, you will be able to:
 - Describe the role and use of driving simulators in behind-the-wheel-instruction.
 - Describe the role and use of driving ranges or off-street practice areas in behind-the-wheel-instruction.
6. During the module, you will be required to participate in group discussion and activities lead by the instructor.
7. During the module, you will be evaluated on your participation in class discussion. There will be a 10-point quiz at the end of the module, which you must complete with at least 80% accuracy.
8. This module will last approximately 1 hour and 30 minutes.
9. This module will help you to learn more about ways to enhance your driver education program through driving simulation and driving ranges.

Key Words:

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

Dedicated driving range	Immersion	Interactive driving simulator
Presence	Simulated driving	Simulation system
Temporary driving range	Virtual reality	

Section 1: The Role and Use of Driving Simulators

Introduction Section 1 will cover the role and use of driving simulators in behind-the-wheel training.

The meaning of driving simulators

- Describes a multitude of combinations of computer hardware, software and real or proxy vehicle components, e.g. controls, instruments, seat and dashboard, enclosed cabins.
- Designed to reproduce, with varying degrees of realism part or all of the experience of driving a motor vehicle within a realistic road and traffic environment.
- Visual displays range from desktop computer screens to 360-degree curved screens.
- Motion reproduction of varying qualities is also available to add realism to the driving experience.
- Typically available in a wide range of configurations with costs that vary according to the quality of the realism of the simulation and additional features.

Categories of driving simulators based on quality

Driving simulators can be divided into three categories, low, medium and high quality.

1. Low quality driving simulators consist of desktop, single-screen computers with a gaming steering wheel and pedals and can cost as little as a few hundred dollars.
2. Medium-quality driving simulators normally increase the field of view, present a more realistic driving cockpit, are available with motion platforms and can provide a high degree of realism – prices may vary between \$30,000 and \$250,000 depending features and the degree of realism that is simulated.
3. At the high end, multimillion-dollar, full-scale driving simulators use real motor vehicles surrounded by 360-degree viewing screens mounted on hexapod platforms that glide on tracks that provide realistic motion and acceleration feedback.

Section 1: The Role and Use of Driving Simulators

Simulation and what it can offer to a driver education program

A simulator can provide:

1. A repetitive sequence in a protected environment.
2. The opportunity for the student to develop judgment and decision-making abilities.
3. The opportunity for the instructor to observe student responses to traffic situations under simulated conditions.

What is the purpose of driving simulation?

- Liaison between classroom and in-vehicle instruction.
- Provides additional knowledge necessary for safe operation of a motor vehicle.
- Provides a variety of learning experiences.
- It is learning in a protected environment.

Certain skills that can be built using driving simulators:

- Basic visual skills and abilities.
- Basic perceptual skills and abilities.
- Judgment and decision-making abilities.
- Appropriate responses to situations of increased risk.
- Procedural and vehicle handling skills.

Activity

Activity #1: Driving Skills Enhanced through Simulation

In a small group setting, you will discuss the role of driving simulation in a driver education program and determine driving skills that are enhanced through this technique.

Section 1: The Role and Use of Driving Simulators

The suitability of different visual systems to evaluate a normal range of driving skills

Suitability of different visual systems to evaluate a normal range of driving skills.

Driving skills	180-degree FOV screens with 1:1 graphic-to-optic ratio plus blind spots	120-degree FOV screens with graphic compression of 180 degrees and no blind spots
Speed control	Yes	Yes (Speed perception decreases as field of view narrows [3])
Brake reactions	Yes	Yes
Lane keeping	Yes	Yes
Turns at Y intersections	Yes	Yes
Proceeding straight through intersections	Yes	Not recommended
Lane changes (with shoulder checks)	Yes	No
Turns (with shoulder checks)	Yes	No
Expressway merges (with shoulder checks)	Yes	No

Section 1: The Role and Use of Driving Simulators

Different types of simulators: interactive, simulated driving and virtual reality.

1. Interactive driving simulator
 - Early versions of driving simulators were non-interactive, meaning that the drivers' actions did not influence the behavior of the virtual vehicle driving in the filmed or animated driving environment.
 - With interactive driving simulators, drivers directly control the movement of their vehicles and may even influence the driving and traffic environment.
 - Most importantly, events can be programmed to occur that can train or test a driver's ability to perform safely.
 - Have great potential as both driver training and driver assessment tools because they have programmable driving scenarios and they can measure driver performance and behavior with precision and reliability.
 - This combination of features makes it possible to develop standardized scenarios with driving routes that present complex and high-risk traffic situations allowing for standardized scores and objective comparisons of driving behavior.
2. Simulated driving
 - Visual media like videos and games that reproduce aspects of the driving experience and require the performance of tasks similar to real life driving.
3. Virtual reality
 - A term that applies to any computer-generated environment that simulates real or imaginary worlds through visual displays, sounds and sometimes tactile feedback and that allow participants varying degrees of freedom to interact within those environments.

Section 1: The Role and Use of Simulators

Immersion and presence in relation to driving simulators

In understanding driving simulators, two critical constructs are often neglected, immersion and presence.

- **Immersion:** A measure of the degree to which information surrounds and includes a driver through sensory means; in other words, the extent to which the driver's external sensory inputs are occupied with the driving task vs. any external distraction.
 - Example: A 180-degree visual configuration is more immersive than a single monitor desk-top simulator.
- **Presence:** The measure of the degree to which we feel we are in or part of an environment; in a sense, the extent to which our internal sensory and cognitive systems are occupied with the driving task vs. any internal distraction, e.g. thoughts, hypothesis.

Immersion and presence are related but different. The difference is that immersion is the cause or the process and presence is the effect or the result.

- These terms are important to understand because the degree of presence that the driver feels while driving in the simulator is directly related to the probability that the learned behaviors will transfer to the real world and the validity of the evaluation of that driver's performance and behavior.
- Driving simulators that produce a more immersive environment, through more realistic and comprehensive sensory outputs, have a greater likelihood of producing the presence that is critical learning.

Section 1: The Role and Use of Simulators

Guidelines to ensure students know what to expect and how they are going to be evaluated

- Instructor must know and understand how to operate driving simulators.
- Instructors should organize the driving simulation lesson into an introduction (highlighting the important concepts/points that will be emphasized in the lesson), the actual driving simulation video while driving the simulators (emphasizing key points, stopping where appropriate/necessary, getting student input, etc.), and a good summary at the end of the lesson.
- Student orientation to equipment and assessment.
- Student orientation to instructional programs.
- Expectation of student performance in-vehicle.
- Evaluation of student performance in driving simulation.

Activity

Activity #2: Driving Simulation Demo

Participate as a student in many driving simulation lessons. Discover the skills that beginning drivers will learn from the driving simulation experience.

Section 1: The Role and Use of Driving Simulators

The methods of evaluating students when using simulators

1. Based on instructor observation and computerized scoring system.
 - Observing procedures to be followed.
 - Observing student's responses to certain scenes.
 - Computer automatic scoring through set checks in the selected driving program.
 2. Written or verbal testing based on the scenarios.
 3. Commentary driving during the scenarios.
 4. Scenario clips with response sheets.
-

Limitations of driving simulators

Even though simulation does have its strong points it can also have weak points, heavily dependent upon the type of simulator used and the quality of instruction provided. These may include:

- Absence of kinetic feedback.
 - Limited visual field
 - Possible negative transfer of learning when errors or omissions in student observation and/or procedure are not identified and corrected.
-

Converting simulation into behind-the-wheel driving hours

- Generally accepted time ratio is 4:1 (four hours of simulation equals one hour of on-street instruction). It is important to mention that driving simulation can be used as a part of classroom instruction.
 - Maximum two hours substitution time allowed.
-

Section 1 Summary

This section covered the role and use of simulators in behind-the-wheel training.

Section 2: The Role and Use of Driving Ranges

Introduction Section 2 will cover the role and use of driving ranges, including types of ranges, advantages of using a range, and convert driving range time into behind-the-wheel driving hours.

Driving range and driving range instruction Driving range – a defined roadway course closed to public traffic and allowing for the recreation of various basic driving scenarios, used for driver training.

Driving range instruction – use of a closed course to instruct drivers.

Two types of driving ranges There are two types of ranges used for driver education.

1. Dedicated, specially designed and built traffic mix facility which can include most elements found in an urban driving environment. It may also include a skid pad or skid simulation equipment.:
2. Temporary, off-street exercise range that is most likely a parking lot where some pre-assessment exercises, parking exercises, and basic handling procedures can be performed.

The advantages of incorporating range exercises into a driver education program The advantages of incorporating range exercises into a driver education program are:

- Allows for repetitive experiences in a controlled environment.
- Allows for more driving experience per hour of supervision/guidance.
- Allows for individual student differences.
- It is a low risk in-vehicle experience.
- When using a temporary off-street facility, issues of permission and liability must be properly addressed.

Activity **Activity #3: Advantages of the Driving Range**

Your instructor will be involved in a discussion on the advantages of utilizing the driving range program as an enhancement to in-vehicle instruction.

Section 2: The Role and Use of Driving Ranges

The basic equipment needed to operate a dedicated driving range

- Initial cost of building a dedicated range is extremely high if the facility is a traffic mix setup.
- Equipment needs may include:
 - Additional vehicles.
 - Communication system.
 - Vehicle identification.
 - Storage.
 - Signs, signals, markings, cones
 - Control tower
 - Vehicle remote controls for ignition and braking
 - Skid pad or skid simulation equipment
 - Landscaping for hills, various road chambers and surfaces

Other driving range considerations

- Teaching stations protected from the elements.
- Safety considerations of the students, instructors, and of the vehicles.
- Types of basic skill exercises placed on a dedicated range at one time.
 - Starting and stopping
 - Lateral maneuvers
 - Traffic mix
 - Left/right turns
 - Vision/steering skills
 - Parking exercises
 - Passing lanes
 - Backing exercises
 - Various types of intersections

Section 2: The Role and Use of Driving Ranges

Driving range safety rules

1. Avoid contact with the vehicle when giving directions. Do not stand on the running boards or in a location with the door open that could result in injury if the vehicle suddenly moves.
2. Stand well away from the vehicle. Do not approach the vehicle unless it is in neutral and the parking brake is set.
3. Do not stand directly in front or in the rear of a vehicle.
4. Be prepared to move at any time.
5. Always keep the driver in sight, and make sure that you stay where the driver can see you. If you cannot see their mirrors, they cannot see you.
6. If the driver cannot hear your directions, have them turn the engine off.
7. Never allow the driver to do anything dangerous. For example,
 - Do not allow them to exit the vehicle without maintaining 3 points of contact on the vehicle.

Section 2: The Role and Use of Driving Ranges

Converting driving range time to behind-the-wheel driving hours

Generally accepted time ratio is 2:1 (two hours of range instruction is equivalent to one hour of on-street instruction).

Maximum two hours substitution time allowed.

Other activities a driving range may be used

Even though a dedicated driving range may have been designed for driver education, it may be used for other types of activities such as:

- Public driver improvement programs.
- Motorcycle operator courses.
- Private driver training.
- School functions.

Section 2: The Role and Use of On-board Technologies

Summary of the important topics

- Program enhancements can add to the learning environments available to the students.
- Each enhancement, simulation, range and vehicle technology has its strength's and its weaknesses.
- Some program enhancements may have a high initial cost.
- Program enhancements may reduce instructional costs over time.

Section 2 Summary

This section covered the role and use of driving ranges, including types of ranges, advantages of using a range, converting driving range time into behind-the-wheel driving hours.

Module Summary

Module Summary

“The purpose of this module was to give the student a better understanding of how driving ranges and driving simulators can enhance a driver education program.”

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

- Describe the role and use of driving simulators in behind-the-wheel-instruction.
- Describe the role and use of driving ranges or off-street practice areas in behind-the-wheel-instruction.

The information presented in this module will help you to learn more about ways to enhance your driver education program through driving simulation and driving ranges.

Key Words

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

Dedicated driving range	Immersion	Interactive driving simulator
Presence	Simulated driving	Simulation system
Temporary driving range	Virtual reality	

Module Review Activity

Module Review Activity **Key Words Matchup**

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

A. Dedicated driving range	B. Immersion	C. Interactive driving simulator
D. Presence	E. Simulated driving	F. Simulation system
G. Temporary driving range	H. Virtual reality	

1. _____ Describes a multitude of combinations of computer hardware, software and vehicle components.
2. _____ The measure of the degree to which we feel we are in or part of an environment.
3. _____ Specially designed and built traffic mix facility which can include most elements found in an urban driving environment.
4. _____ A measure of the degree to which information surrounds and includes a driver through sensory means.
5. _____ Off-street exercise range that is most likely a parking lot where some pre-assessment exercises and basic handling procedures can be performed.
6. _____ Visual media like videos and games that reproduce aspects of the driving experience.
7. _____ A term that applies to any computer-generated environment that simulates real or imaginary worlds through visual displays, sounds and tactile feedback.
8. _____ Drivers directly control the movement of their vehicles and may even influence the driving and traffic environment.

Summary Sheet

Summary
Sheet

Overview of Program Enhancements

- Program enhancements add to the learning environments available to the students.
- Each enhancement, simulation, range and vehicle telematics has its strength's and its weaknesses.
- High initial cost for each.
- Can reduce instructional costs over time.

The Role and Use of driving Simulators

A driving simulation system can provide a repetitive sequence in a protected environment to observe student responses to traffic situations under simulated conditions. Driver simulation provides liaison between classroom and in-vehicle instruction and provides additional knowledge necessary for safe operation of a motor vehicle, such as decision-making and judgment abilities and basic visual and perceptual skills and abilities.

Driving simulators can have limitations such as absence of kinetic feedback, limited visual field and possible negative transfer of learning.

Driving simulation can be converted into behind-the-wheel driving hours using a 4:1 ratio (four hours of driving simulation is equivalent to one hour of on-street instruction).

Summary Sheet

Summary
Sheet –
continued

The Role and Use of Driving Ranges

There are two types of driving ranges: a specially designed and built traffic mix facility that includes painted lines, stop signs, parking exercises, skid pad, and expressway driving and an off-street exercise range where some pre-assessment procedures are practiced.

The advantages of incorporating range exercises into a driver education program are they allow for repetitive experiences in a controlled environment, they allow for more driving experience per hour of supervision/guidance, they allow for individual student differences and it is a low risk in-vehicle experience.

Driving range time can be converted into behind-the-wheel driving hours using a 2:1 ratio (two hours of range instruction is equivalent to one hour of on-street instruction).