

# Part I: Fundamental Concepts of Teaching and Learning 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 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

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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:

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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

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## 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

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## 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.

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## 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.

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## 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

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## 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

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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

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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

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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

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

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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

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## Module Summary

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

This module covered four topics:

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

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

## Transition

The next module will cover the fundamental concepts of learning.



# Module 2

## Fundamental Concepts of Learning



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# Module Overview

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## Module Overview

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

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## Key Words:

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

Learning	Knowledge	Attitudes
Learning Preference	Skills	Motivation
Presentation	Application	Evaluation

# Activity #1: Learning Preferences

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Activity

## **Activity #1: Learning Assessment**

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

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

# Section 1: What is Learning?

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

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

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

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

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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?

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Senses used in learning

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

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Activity

## Activity #2: Senses Used in Learning

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

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

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Section 1  
Summary

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

# Section 2: Learning Preference

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

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Types of learning preferences

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



## Section 2: Learning Preferences

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

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Activity            **Activity #3 Determining Learning Preferences**

Follow activity with your master instructor.

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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

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Activity

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

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

1. Auditory

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2. Visual

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3. Kinesthetic

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4. Reading/Writing

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Section 2  
Summary

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

## Section 3: Domains of Learning

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

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

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

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

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

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

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

Instructors in general require learning in all three domains.



## Section 3: Domains of Learning

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The domains of learning – continued

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

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

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

# Section 3: Domains of Learning

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The domains of learning – continued

## Summary of Learning Domains

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

Activity

## Activity #5: Domains of Learning

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

1. **Cognitive:** \_\_\_\_\_

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

2. **Affective:** \_\_\_\_\_

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

3. **Psychomotor:** \_\_\_\_\_

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

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Section 3  
Summary

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

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## Section 4: Characteristics of Teenage Learners

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### Introduction

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

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### Typical characteristics of teenage learners

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

## Section 4: Characteristics of Teenage Learners

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How to apply characteristics of teens to the classroom

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

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Section 4  
Summary

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

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

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

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

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

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The first step of teaching and learning - Motivation (overview or introduction)      **1. Motivation (overview or introduction):** Getting the learner in a state of readiness to learn.

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

Key points concerning motivation:

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

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## 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

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## Module Summary

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

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

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

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

## Key Words

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

Learning	Knowledge	Attitudes
Learning Preference	Skills	Motivation
Presentation	Application	Evaluation

# Module Review Activity

---

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

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

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

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

# 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



# Module Contents

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# Module Overview

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- 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

---

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

---

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

   The process of providing an efficient learning environment.

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

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

---

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

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

---

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

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

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

   3. Key roles of an instructor are to:

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

   4. The instructor must make sure the learning:

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

---

# 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

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Activity

## Activity #5: Positioning Yourself in the Classroom

Explain how you should position yourself in the classroom.

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Section 3  
Summary

Section 3 covered how to position yourself in the classroom.

## Section 4: What to do as a Facilitator

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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

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

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

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

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

# 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.

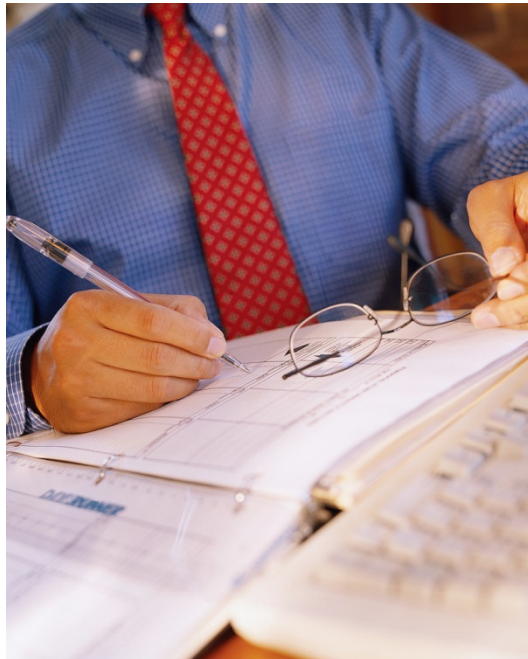
## **Staying Silent in the Classroom**

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

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- 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

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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?

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---

# 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

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## 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.

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

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

# 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



# Module Contents

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# Module Overview

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## 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

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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

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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

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2. Question: What type of situations is a greater distance in front of your vehicle needed?

Response: On wet or slippery surfaces.

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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.

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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

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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

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How to answer student's questions – continued

8. Never try to answer a question you don't know the answer to. If you don't know the answer, just say so.
  - The instructor will not know the answer to every question asked.
  - Use your resources (i.e. vehicle code, drivers manual, textbook, instructor's guide)
  - Do not attempt to answer the question thereby giving incorrect information. Credibility is lost by trainers who struggle to answer a question they don't know.
  - Simply tell them that you do not know the answer and that you will get back to them with the correct answer.
  - Do not ask if any students know the answer. You cannot be assured that their answer is going to be correct.
  
9. Always allow time for students to ask clarifying questions.
  
10. Q&A sessions can be frightening.
  - Prepare in advance. Knowing the content is your best defense.
  - Knowing how to handle Q&As well is your 2nd best defense.

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Section 8  
Summary

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

# Module Summary

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## 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

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

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

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

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

# Summary Sheet

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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

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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



# Module Contents

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# Module Overview

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## 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

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**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.

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**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.

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**Section 1 Summary**        This section covered the importance of good personal appearance and hygiene and emphasized the importance of presenting a professional appearance to students and parents.

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## Section 2: Human and Community Relations

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Introduction      Section 2 will cover guidelines for interacting with students, how to positively influence public community opinion regarding driver education and traffic safety.

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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

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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

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### 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

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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

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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.

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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

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**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.

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**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.

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## Section 4: Driver Education Instructor Code of Ethics

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

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Activity #2

### **Activity #2: Code of Ethics**

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

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Section 4  
Summary

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

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

# Module Summary

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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

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## Module Review Activity    Key Words Matchup

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

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

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

# Summary Sheet

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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

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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



# Module Contents

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# Module Overview

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## 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

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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.

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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

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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.

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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

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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.

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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.

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## Section 2: Liability Protection

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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

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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

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### 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

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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

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## 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

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

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

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

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

# Summary Sheet

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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

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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

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## 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

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

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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

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## 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

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

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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

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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.

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# Summary Sheet

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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

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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.

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# Summary Sheet

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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.

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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

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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.

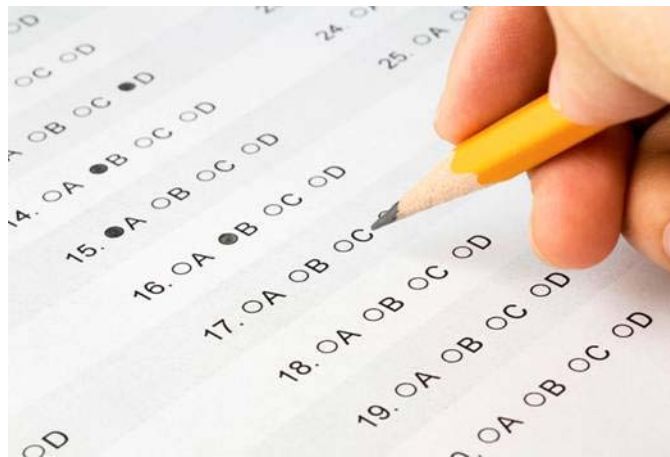
Tort is a civil wrong or wrongful act, whether intentional or accidental, from which injury occurs to another.

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



# Module Contents

Module Overview ..... 9-2

Section 1: The Fundamental Concepts of Teaching and Learning Knowledge Test .... 9-3

Module Summary ..... 9-5

# Module Overview

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## 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

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

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The Fundamental Concepts of Teaching and Learning knowledge test

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

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



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# Module Summary

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## Module Summary

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

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

This module covered one topic:

- The Fundamental Concepts of Teaching and Learning Knowledge Test.

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