

Module 3

Fundamental Concepts of Teaching

Unit Objectives

- Understand ways to create a positive, effective learning environment for all students
- Understand ways to respond to difficult or disruptive behavior

Objectives

Upon completion of this unit, you will:

- Be able to list and model five types of questioning
- Explain the importance of questioning techniques in the teaching and learning process

Qualities of an Effective instructor

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

Qualities of an Effective instructor

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

Qualities of an Effective instructor

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

- ▶ Exhibits respect for the learners.



Learning Activity

Activity #3: The Worst Teacher You Ever Had

The Best Teacher You Ever Had

Characteristics of a Quality Instructor

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

Characteristics of a Quality Instructor

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

Characteristics of a Quality Instructor

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

Characteristics of a Quality Instructor

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

Characteristics of a Quality Instructor

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

Characteristics of a Quality Instructor

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

Characteristics of a Quality Instructor

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

Characteristics of a Quality Instructor

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



**Give examples of
distracting
mannerisms.**

Characteristics of a Quality Instructor

- ▶ No distracting mannerisms/bad body language
 - 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



Learning Activity

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

Complete Activity in Participant Workbook

Positioning Yourself And Teaching In The Classroom

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

Positioning Yourself And Teaching In The Classroom

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

Positioning Yourself And Teaching In The Classroom

▶ Feet:

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

Positioning Yourself And Teaching In The Classroom

▶ Voice:

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

Positioning Yourself And Teaching In The Classroom

- ▶ Always maintain eye contact
- ▶ Face the audience



Learning Activity

Activity #5: Positioning Yourself in the Classroom

Complete Activity in Participant Workbook

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
- ▶ Use color in presentations
- ▶ Use props
- ▶ Use exercises
- ▶ Use handouts
- ▶ Use media & technology

How to Vary Your Teaching Techniques

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

The Domains of Learning

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

The Domains of Learning

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



Does Teaching Require all 3 Domains?

The Domains of Learning

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

The Domains of Learning

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

The Domains of Learning

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

The Domains of Learning

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



Learning Activity

Activity #5: Domains of Learning

Complete Activity in Participant Workbook

The Four–Step Process of Teaching and Learning

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

1. Motivation (overview or introduction)

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

Key Points Concerning Motivation

Learners:

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

2. Presentation

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

Key Points Concerning Presentation

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

3. Application

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

Key Points Concerning Application

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

4. Evaluation

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

Key Points Concerning Evaluation

- ▶ Evaluation cannot be put off until the very end of the scheduled training.

- ▶ Evaluation must occur throughout the training.
 - Evaluation during and following motivation.
 - Evaluation during and following presentation.
 - Evaluation during and following application.

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?”

What is Student Centered Learning?

- ▶ One where the focus of instruction is shifted from the teacher to the student, with the end goal of developing students who are autonomous and independent, by placing the responsibility of learning in the hands of the students.
 - Stop Being the Expert. While teachers must know the content well in order to teach it, they do not always need to act like the expert. ...
 - Let Students Explore. ...
 - Plan Strategic Questions. ...
 - Use Cooperative Learning Structures.

**Learning Activity**

Activity: Write down what are the critical elements of a driver education curriculum and how you can turn those elements into student centered learning.

2.4 - Enhancing Learning through Effective Questions

The Need for Effective Questions in Classroom Teaching

Questions help the instructor? . . .

- ▶ create a positive learning environment.
- ▶ guarantee the engagement of the student
- ▶ know how well they are presenting the material.
- ▶ evaluate students grasp of the concepts being taught.

Undirected/Overhead or Jump Ball Style Questions

“Does anyone know the correct hand position for steering?”

This type of question is thrown to the entire class.

Benefits:

- ▶ Any student can answer
- ▶ The most non-threatening type of question for students
- ▶ Helps the instructor identify assertive and eager as well as quiet or shy students

Jump Ball Question Activity

Give an example of a Jump Ball Question from your curriculum.



Pre-Directed Questions

“Michael, what is the rule for school zones in Delaware?”

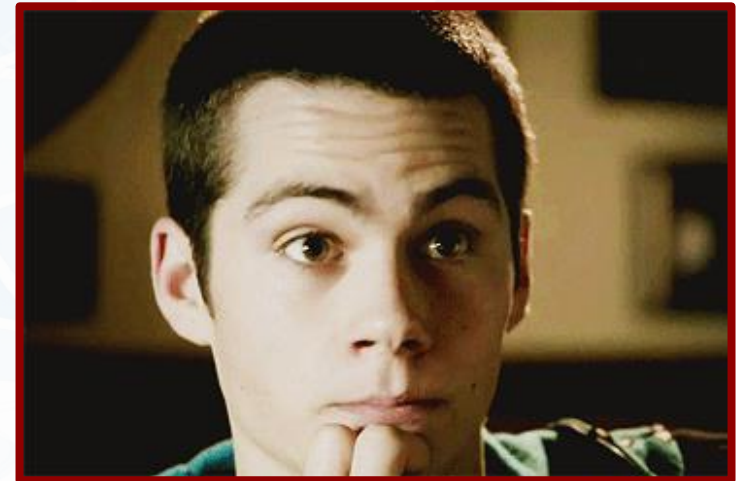
To get a student’s attention, the teacher selects an individual to answer before posing the question.

Benefits:

- ▶ If you PAUSE after naming the student, it gives the student time to think clearly so they understand the question.
- ▶ Student can regain composure so they can deal confidently with the question.

Pre-Directed Questions

Give an example of
a Pre-Directed
Question from your
curriculum



Overhead-Directed Questions

“How many seconds do you delay your start after a green light...Michael?”

An Overhead question is thrown out to the entire class... then, a twist...The instructor picks out a specific student to answer rather than waiting for a volunteer.

Benefits:

- ▶ Time is given to allow everyone to think.
- ▶ Helps to motivate all of them to consider the answer.

Overhead-Directed Questions

Give an example of an Overhead-Directed Question from your curriculum.



Inquiry Style Questions

“How would you respond if you are stopped at a red light and an emergency vehicle is coming behind with their lights flashing, there is a concrete barrier separating traffic, and the other lanes are occupied?”

These help learners think more deeply and often involve discussion.

Students may settle on more than one “correct” answer and deeper inquiry can be made.

Inquiry Style Questions

Benefits:

- ▶ Allow students to formulate their own ideas
- ▶ Can help learners “catch” positive driver attitudes and values
- ▶ Used to help learners connect to each other.

Potential issues with these questions:

- ▶ Can be time-consuming
- ▶ Instructor must pay close attention and be prepared to guide the discussion

Inquiry Style Questions

Give an example of an Inquiry-Style Question from your curriculum.



Popcorn Style Questions

Also called Deferred or Deflecting Questions

When a student asks a question, you can defer, by asking if anyone knows the answer.

If you get a partially correct answer, commend the student and ask if someone can help them.

If a student gets it wrong, don't embarrass them!

If you don't know the correct answer, don't use the Popcorn question technique.

Do You Have a Favorite?

- ▶ Each has advantages and disadvantages.
- ▶ A mix of styles should be used.
- ▶ The styles you use will depend on your class.
- ▶ You'll need to adjust your questions to your students' needs.

Closed or Open?

Closed ended questions

These questions can be answered finitely by either yes or no. They can include presuming, probing or leading questions. These can be answered in a few words.

Open ended questions

These questions solicit additional information from the inquirer, they are broad and require more than one or two-word responses.

So, you got them to answer...now what?



Handling Student Responses

- ▶ Constantly strive to get students to answer questions.
- ▶ *How* you respond to their answers will largely determine if they will answer future questions.
- ▶ Be sure to commend correct answers...and deflect terrible answers with style

Handling Student Responses

- ▶ Never belittle or embarrass a student because of an incorrect answer.
- ▶ With a partially correct answer, point out what is correct, and then keep trying to get the correct response.
- ▶ Even with a completely incorrect response, find a way to give the student credit for a good attempt.

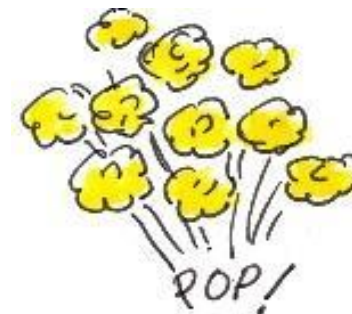
Answering Student Questions

- ▶ Listen to the entire question before you answer.
- ▶ Answer clearly.
- ▶ Be sure your answer is understood.

And this is important...

When you *don't* know the answer...

- ▶ Do not attempt to give one, especially if you're unsure.
- ▶ Tell the students that you don't know the answer, but that you will find it and get back to them...and then follow through on your promise.
- ▶ Don't use the Popcorn technique!



Questions Improve Learning

Questions help students:

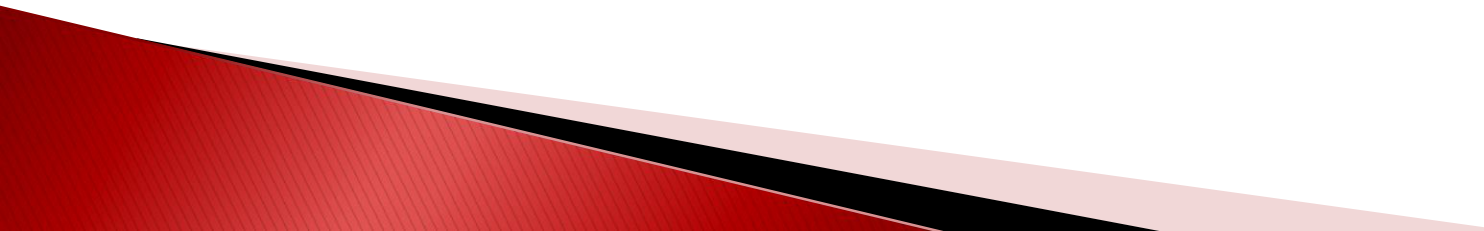
- ▶ by heightening student involvement,
- ▶ by giving students the opportunity to apply learning,
- ▶ by helping to create discussion and shape student attitudes,
- ▶ by allowing students to teach each other.

Questions help teachers:

- ▶ by allowing the instructor to evaluate how well the information was presented as well as received.

2.5 - CLASSROOM MANAGEMENT

**MANAGING THE
CLASSROOM BEGINS
LONG BEFORE YOU SEE
THE STUDENTS**



Setting up your classroom

- Arrive in time to make the room inviting
- Plan seating and activity space; there are ways to show value in the upcoming content by how you do this
- Give yourself space to move around the room
- Stay close to the students
 - It will help them remain focused.
 - They will be more likely to ask you for help when they need it.

Next, Set a positive “tone” for your class

- Greet students at the door
- Warm words of welcome
- Call them by name
- Assess each student’s mood

Be the
reason
someone
SMILES
today

A word to the wise...

71

There is no substitute for professionalism in classroom management

...Nagging as a last resort is never effective

NAG NAG NAG NAG NAG NAG NAG NAG NAG NAG NAG NAG NAG NAG NAG



How can you use the “four steps” to encourage good classroom management?

- Motivation
- Presentation
- Application
- Evaluation

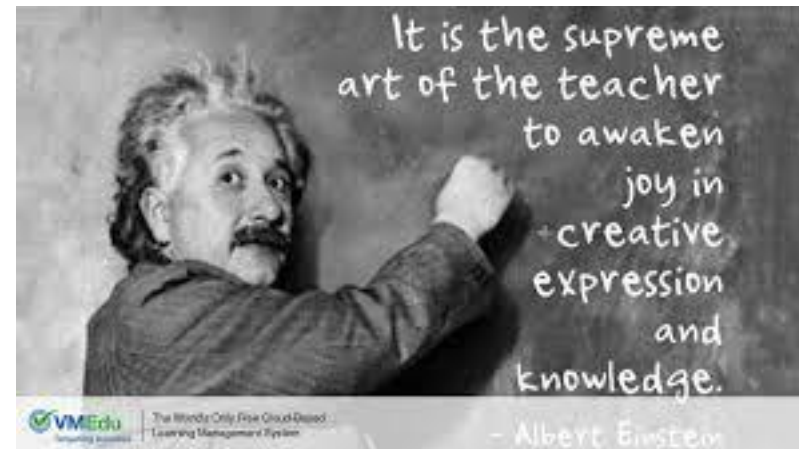
Motivation's role in classroom management

- Interested students are an integral part to classroom management
- Previous learning provides direction which also aids classroom management



Presentation's role in classroom Management

- Student centered activities keep them invested
- Concepts occupy and focus the thought of the learner
- Questions also provide direction



Application's Role in Classroom Management

Engage each student:

- **“Idle hands”**
- **Keep them focused**
- **Let them “show what they know”**



Evaluation's Role in Classroom Management

- Respect
 - **Positive reinforcement**
- Relationship
 - **Accommodating**
 - **Encouraging**

A student's ownership in learning is the highest level of classroom management.



Handling Challenging Students by Classroom Management

- Be proactive
- Be genuine
- Establish relationships
- Expect to be tested



Even the best classroom management breaks down once in awhile.

How will you respond to these challenges?

- Rambling questions/stories
- Shy student
- A quiet or non-participating student or class
- Talkativeness
- Sharking (Heckling/arguing)
- Hostility/resistance
- Daydreamer

When you face challenging students...

- Different students require different responses
- Adjust your teaching style to the students' needs



The real key to successful teaching

“Seek opportunities to show you care. The smallest gestures often make the biggest difference.”

--John Wooden

Module 2

Managing the Mobile Classroom

Purpose of the Module

- ▶ To teach you how to manage the behind-the-wheel portion of a driver education class through:
 - proper procedures for giving directions,
 - how to use instructor mirrors;
 - dealing with challenges during in-vehicle instruction,
 - when to change drivers; and
 - observer responsibilities.

Module Sections

This module will cover five topics:

- ▶ Preparing to drive
- ▶ Giving directions
- ▶ How to use instructor mirrors during in-vehicle training
- ▶ Challenges to in-vehicle training
- ▶ Changing drivers and observer responsibilities

Module Objectives

- ▶ By the end of this Module, you will be able to:
 - Describe the vehicle and occupant safety checks necessary in preparing for a lesson.
 - Describe how to give directions that are simple and understandable.
 - Demonstrate how to utilize instructor mirrors.
 - Address learning/physical challenges during in-vehicle training.
 - Explain how to manage multiple tasks while conducting behind-the-wheel instruction and manage distractions.
 - Describe proper locations to change drivers on street.
 - Describe the proper driver rotation process.

Procedures for Teaching an In-vehicle Lesson

Begin the in-vehicle lesson procedure with a lesson overview while standing outside the vehicle.

- State the lesson objectives (relate to classroom lesson).
- Provide quick review of session.
- Type of traffic environment.
- General description of route.
- Explain the benefits of the lesson.
- Explain observer activities sheets.

Procedures for Teaching an In-vehicle Lesson

Seated in the proper position to instruct the lesson.

- ▶ Body should be positioned towards driver.
- ▶ Right leg should be able to reach instructor's pedal.
- ▶ Left hand should be used as a brace or to take emergency action.



**Explain the importance of
the instructor's seating
position?**



Procedures for Teaching an In-vehicle Lesson

Check the dual instructor brake before beginning the lesson.

- ▶ Is the safety pin disengaged?
- ▶ Is the cable in good condition?
- ▶ When the vehicle is moving will it stop the vehicle?

Procedures for Teaching an In-vehicle Lesson

Set the instructor's mirrors.

- ▶ Make sure they will not block driver's vision.
- ▶ Eye check mirror should be placed on the windshield where the instructor can see the student's eye movements.

Instructor's Rearview Mirror

- ▶ Fastened on the inside of the windshield with suction cups.
- ▶ Positioned so that the instructor can see to the rear of the vehicle with a quick glance.

Instructor's Eye Mirror

- ▶ Typically a 2 ½" by 6" flat mirror.
- ▶ Flat mirror glass used.
- ▶ Choose one of good quality with a suction base and a swivel joint which allows for degrees of rotation.

Instructor's Eye Mirror

- ▶ Fastened to the windshield in a position where the instructor can see the student's eye movements.
- ▶ Allows the instructor to see at a glance where the student is looking and where the student is searching and tracking.

Instructor's Eye Mirror

- ▶ Easily detects:
 - A fixed stare
 - Failure to check blind spots before moving to a new lane
 - Failure to check to the rear before slowing down
- ▶ Allows the instructor to coach the student until the correct habits are in place.

3.4 - Giving directions

Objectives

- ▶ Understand the in-car system of command and control
- ▶ Be able to provide simple, concise directions on a pre-determined route without detracting from lesson objectives

Giving Directions

For each new student, establish a system of Command and Control!

- ▶ “I will be giving you instructions”
- ▶ “I will tell you in plenty of time before a maneuver”
- ▶ “If I do not give you a direction continue forward”
- ▶ “If I don’t say anything, just keep driving”
- ▶ “I may assist you by blocking the wheel or braking”

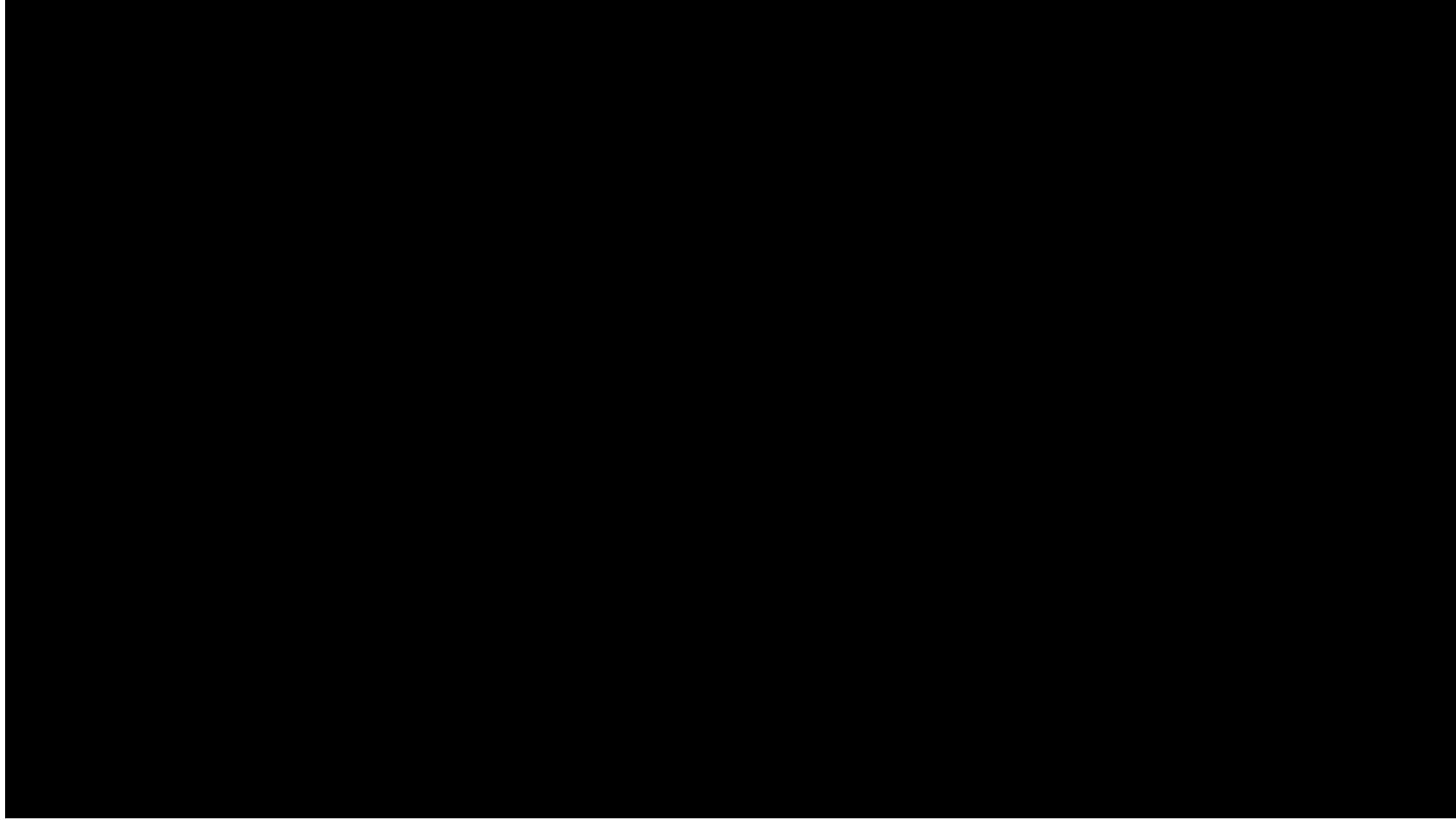
Giving Directions

Student performance is influenced by:

- ▶ What is said
- ▶ How it is said
- ▶ Where or when it is said

A Good Direction Will...

- ▶ Increase comprehension
- ▶ Avoid misunderstanding
- ▶ Prevent driver overload



Expect some students to have problems following directions

When students have problems following directions

- ▶ Monitor turn signal, and augment verbal directions.
 - How?
- ▶ Pointing and/or repeating directions when necessary.
- ▶ Give directions with enough time for clarification

Mayhem:
I'm your GPS.

A Poor Direction is high risk

A Good Direction Is...

- ▶ Concise
- ▶ Easy to State and Remember
- ▶ Easy to Understand and Follow
- ▶ Consistent

Two Parts to a Direction

- ▶ First, say “Where” you want the maneuver done – Location
- ▶ Then say “What” you want the driver to do – Action

Expressing the “Where”

Begin with a prepositional phrase:

“At the ...” When the location is visible

“Go to the ...” When the location is visible

“Continue to the ...” When the location is NOT visible

Expressing the “Where”

Then use designations such as:

- ▶ Next
- ▶ First
- ▶ Following
- ▶ End of
- ▶ Intersection
- ▶ Driveway
- ▶ Street
- ▶ Road

“Traffic Light” or “Second” use only rarely

Potential Pitfalls

Avoid:

- ▶ Street Names
- ▶ Temporary landmarks
- ▶ Generic references (the hedge)

Expressing the “What”

- ▶ Keep it simple and to the point
- ▶ Say exactly what the driver is to do
- ▶ State your directions as commands
 - “...turn right”
 - “...back to the left”
 - “...pull to the curb”

“Where and What” Rules

- ▶ Give Only One Direction at a Time
- ▶ You can stretch out the “where” until you can tell them the “what” (intersections)

Use Plain English

- ▶ “At the next intersection, turn right”
- ▶ “At the end of the driveway, turn left”

Giving Directions

Putting them together

Expressing “Where and What”

Avoid Slang!

Why?

“...make a...”

“...take a...”

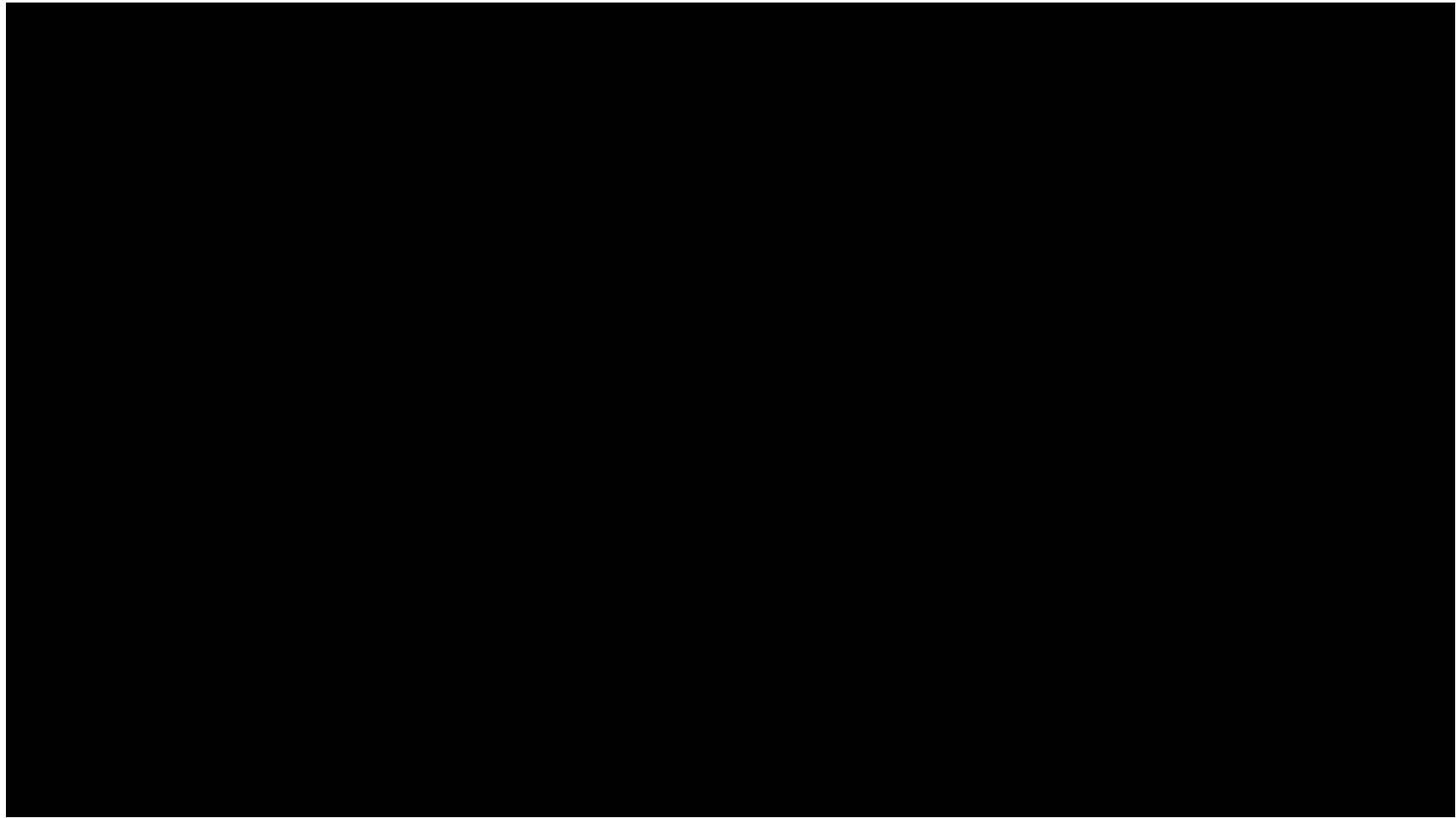
“...hang a...”

Double - meaning

Rather than saying...

“Right” say “Correct”

“Straight” say “Ahead”



Avoid Double-meaning Words “Right?”

Timing of Directions

- ▶ Given Early and Clearly
- ▶ From a location that gives the driver time and space to hear and respond.
- ▶ Given well in advance, but not so far as to confuse them



Sequence Command Clarity



Sequence Command Clarity

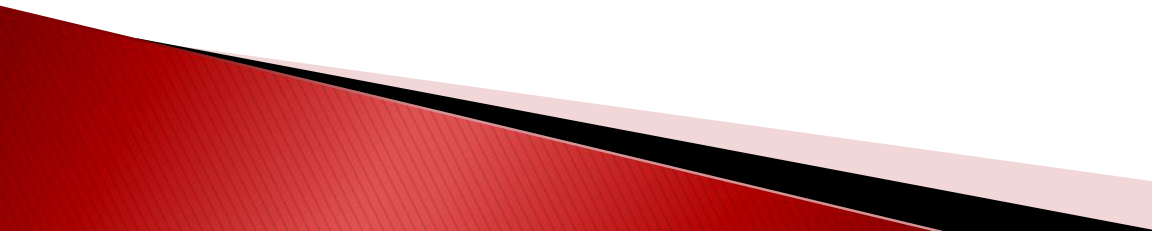
Considerations

- ▶ Use a location that is easy to remember.
- ▶ With limited space, give the direction when the driver has completed the previous task.
- ▶ Avoid giving a direction when the driver is busy performing a maneuver.

Factors to Consider Before Giving a Direction

- ▶ Roadway
- ▶ Cognitive Load
- ▶ Traffic

Factors to Consider Before Giving a Direction

- ▶ Hills
 - ▶ Curves
 - ▶ Traffic and their speed
 - ▶ Line of sight blockages
 - ▶ Sight distances
 - ▶ Speed of your vehicle
- 

Giving Directions

- ▶ Concise commands
- ▶ “Where” first, then “What”
- ▶ Easy to state and remember
- ▶ Easy to understand and follow
- ▶ Given early and clearly
- ▶ Timed for repeat if necessary
- ▶ Timed so as not to overload the driver



Timing Sequence Command Clarity



Timing Sequence Command Clarity



Timing Sequence Command Clarity



Timing Sequence Command Clarity



Timing Sequence Command Clarity



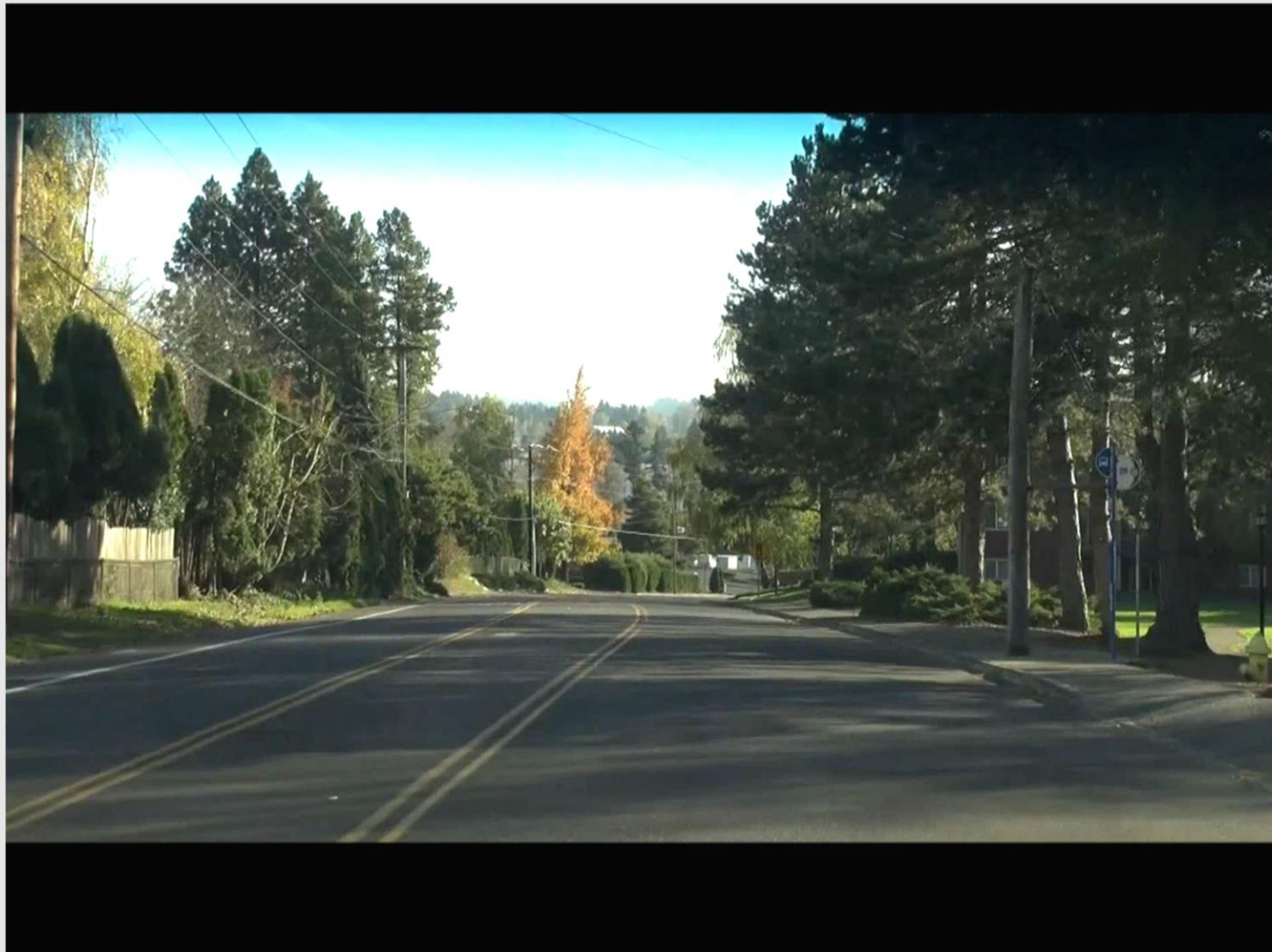
Timing Sequence Command Clarity



Timing Sequence Command Clarity



Timing Sequence Command Clarity



Timing Sequence Command Clarity



Timing Sequence Command Clarity



Timing Sequence Command Clarity

Learn to Manage Multiple Tasks While Conducting In-vehicle Training

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

Managing Multiple Tasks While Conducting In-Vehicle Training

- ▶ Lesson and car prepared and routes established.
- ▶ Preview the lesson to be taught with your students.
- ▶ Turn off your cell phone and put away.
- ▶ Envision yourself as the driver to maintain vehicle control.

Managing Distractions While Conducting In-vehicle Training

- ▶ Manage the distractions inside and outside of a vehicle.
- ▶ Be alert to potential distractions to prepare the students driving.

Managing Distractions While Conducting In-vehicle Training

- ▶ Pre-plan your lesson and driving routes.
- ▶ Drive the driving route prior to the lesson during the time period you will be teaching.
- ▶ Alert students of potential distractions that may occur and possible countermeasures.

Managing Distractions While Conducting In-vehicle Training

- ▶ Placing non-essential student materials out of passenger compartment.
- ▶ Set ground rules for the students.
- ▶ Make sure electronic components are turned off and stored away.
- ▶ Conversation is focused on driving.
- ▶ Practice distraction reducing strategies with your students.

Inform Observer of Responsibilities

- ▶ Inform observers what they should be doing.
- ▶ Make sure they have a clear understanding of their responsibilities before the lesson.
- ▶ Observers should be active while in the vehicle and observe the student driver.
- ▶ Check flow of traffic before allowing them to exit vehicle.

3.3 In-car Methods for teaching, Coaching and Correcting Problems and Solutions

Objectives

You will understand...

- ▶ Common student errors
- ▶ How errors effect car control
- ▶ How to diagnose errors
- ▶ How to prescribe solutions
- ▶ The 3 concerns of traffic safety
- ▶ The instructors role

Concerns for In-Car instruction

- ▶ Identify common errors: Symptoms
- ▶ Relate to underlying causes: Diagnosis
- ▶ Provide effective solutions: Prescription

16-19 Yr. olds have common driving errors and struggles

Three Concerns of Traffic Safety



Vision Control: Searching and Perception



Motion Control: Speed Options



Steering Control: Direction and Lane Position Options

Timing affects performance



Effective Instructors...

- ▶ Are watchful for novice driver symptoms (errors)
- ▶ See underlying causes (factors) that present in symptoms
- ▶ Develop diagnosis based on their understanding of behaviors
- ▶ Prescribe effective solutions based on that diagnosis



Common Errors

Your Game Plan Training Manual

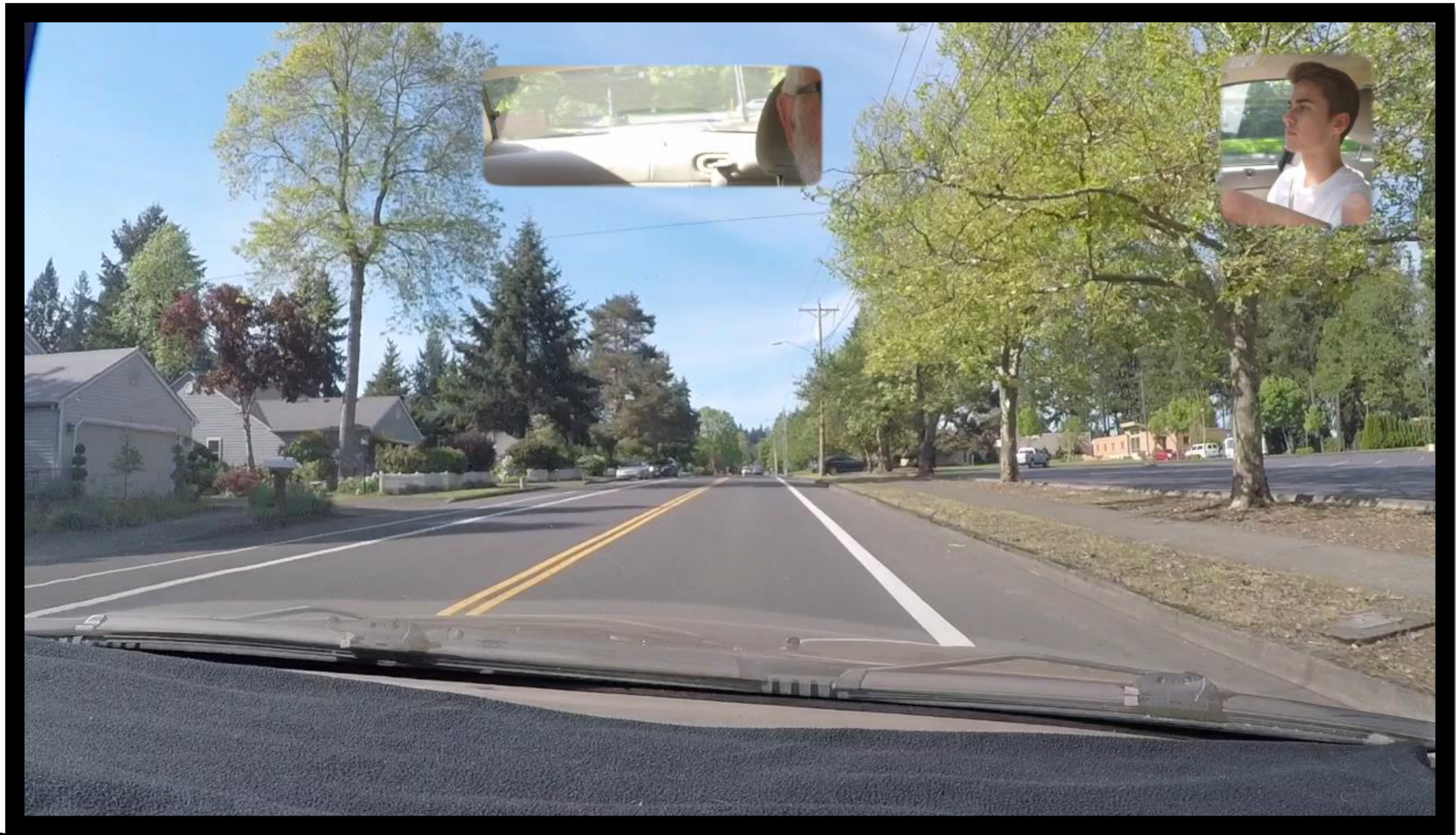
▶ Review:

- Early Common Errors and Causes
- Diagnose and Prescribe Solutions



Diagnose and Prescribe Solutions

Vision







Motion







Steering







Your turn...Which Error?







Instructors must:

- ▶ Observe students during in-car instruction
- ▶ Be familiar with behavioral patterns and route
- ▶ Effectively coach and cue
- ▶ Prescribe solutions
- ▶ Manage Risk

The best part of teaching
is that it matters.

The hardest part of teaching
is that every moment matters,
every day.

--Quote from @ToddWhitaker's #ASCD12 session

Visual Search Habits and Eye Movement of Driver

1. Develop a regular search and scanning pattern.
2. Maintain a 12-15 second path of travel.
3. Use a left, center, right search pattern.
4. Regular rear view mirror checks.
5. Head checks need to be made.
6. Scan eye check mirror.



Situational Awareness

- ▶ Vehicle movement
- ▶ Weather conditions
- ▶ Roadway and condition changes
- ▶ Emergency vehicles
- ▶ Pedestrian activities
- ▶ In-vehicle student interactions
- ▶ Other roadway users or situations that might arise



Identifying and Meeting Goals

- ▶ Goals must fit the needs of traffic safety.
- ▶ Goals could be the overall goal, “what do I hope to achieve as a result of the training?”
- ▶ The student should fully accept the goals.

Identifying and Meeting Goals

- ▶ Goals should meet the needs of the student and address concerns from previous lessons.
- ▶ Encourage the student to identify their own goals.

Raising Awareness

- ▶ A high state of awareness is required for driving.
 - Awareness of the outside world
 - Self-awareness
- ▶ To be able to drive safely, you have to be aware of these inner and outer worlds.



Raising Awareness

- ▶ Done primarily through questioning.
- ▶ Questions raise awareness in the form of feedback.

Raising Responsibility

- ▶ Safe drivers are responsible drivers.
- ▶ The student should feel responsible for their own learning.
- ▶ Students should be given responsibility right from the beginning.

Raising Self-Acceptance

- ▶ Low self-acceptance is a typical trait of teens.
- ▶ Feelings of inadequacy can lead to compensation in the form of risky behavior.
- ▶ Low self-acceptance in teens often breeds anxiety and dependence or nervousness.
- ▶ If the student feels responsible for the learning process, they recognize the instructor as a partner.

Raising Awareness Through Senses and Emotions

- ▶ Driving is not just a rational process.
- ▶ People inevitably bring in their lives and emotions into the car with them.
- ▶ Young drivers going through emotional period as they develop into adults and start to experience new freedom.
- ▶ Important to prepare novice drivers for feelings and emotions during solo driving.

Raising Awareness Through Senses and Emotions

- ▶ Can only be developed if the learner recognizes physical sensations and emotions.
- ▶ Being encouraged to learn for oneself is considered to have a longer-term impact on learning.

Raising Awareness Through Senses and Emotions

- ▶ Do not discuss personal issues, such as boyfriends/ girlfriends, relationships, how a student looks today, etc.
- ▶ These are catalysts for a sexual harassment issue.
- ▶ Make sure not to discuss other students.
- ▶ Conversation should be kept on a professional level.

Addressing Internal Obstacles

- ▶ Concern that the student has from a previous lesson.
- ▶ The student is unlikely to focus fully on the new goals.
- ▶ A typical question at the beginning of each lesson could be: “What is your main concern today?”

Building on Prior Knowledge and Experience

- ▶ Learning is about connecting new elements with old elements.
- ▶ Students bring to driver training a wealth of experience from life and often from driving itself.
 - Driven before
 - Observed parents drive
 - Rode a bicycle
 - Been a pedestrian

Building on Prior Knowledge and Experience

- ▶ The driver training process provides experiences, but they must be built on and structured in a process of reflection to ensure what has been learned is sustainable in the future.

Authentic, Neutral and Non-Judgmental Communication

- ▶ The instructor should be genuinely interested in the world of the student.
- ▶ Instructors have a range of techniques to help students feel that they are being listened to and treated seriously. Including:
 - Repeating sentences
 - Rephrasing and repeating the main ideas
 - Looking at the person
 - Facing them (when you can) rather than standing beside them

Authentic, Neutral and Non-Judgmental Communication

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



Authentic, Neutral and Non-Judgmental Communication

- ▶ Instructors should avoid only focusing on errors and establishing their authority in pointing them out. To avoid direct criticism:
 - Don't tell the student they have done something wrong. Ask non-judgmental questions.
 - Focus on the situation and not the driver's behavior.
 - Focus on the positives.

The Importance of Summarizing the Lesson

Summarize each student's driving performance.

- ▶ Ask the students to assess their driving.
- ▶ Begin with the positives.
- ▶ Constructively correct negatives.
- ▶ End with positives.
- ▶ Suggest improvements.
- ▶ Discuss what will be done in the next lesson.

The Importance of Summarizing the Lesson

- ▶ Immediately record the student's performance using an anecdotal record.
- ▶ Brief the parent or guardian when possible on how well the student is doing and what they need to practice more on.

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Demonstrate the various teaching techniques that can be used in the vehicle to enable learning.
 - Demonstrate how to utilize commentary teaching.
 - Demonstrate how to engage the non-driving student.
 - Demonstrate coaching techniques and features of a good coach.

Module Summary

- Demonstrate questioning techniques for in-vehicle teaching.
- Demonstrate how to visually search the roadway ahead and check eye movements of the novice driver.
- Demonstrate how to summarize the lesson when finished.

Questions?

