

HUMAN BEHAVIOR
AIH Chapter One

Maslow's Hierarchy of Needs
Physiological
Security
Belonging
Esteem
Cognitive
Self-Actualization

Human Nature and Motivation
Theory X - Dislike Work
Theory Y - Like Work

Defense Mechanisms
Compensation
Projection
Denial
Displacement
Repression
Rationalization
Reaction Formation
Fantasy

LEARNING PROCESS
AIH Chapter Two

Factors that Effect Perception
Goals and Values
Physical Organism
Element of Threat
Time and Opportunity
Self Concept

Thorndike's Laws of Learning
Readiness
Effect
Primacy
Exercise
Intensity
Recency

Domains of Learning
Cognitive
Affective
Psychomotor

Levels of Learning
Route
Understanding
Application
Correlation

Characteristics of Learning
Result of Experience
Active Process
Multifaceted
Purposeful

LEARNING PROCESS
AIH Chapter Two

Learning Styles
Left/Right Brain
Holistic/Serialist

Stages of Acquiring Skill Knowledge

Cognitive Stage
Associative Stage
Automatic Response Stage

Types of Practice
Deliberate
Blocked
Random

Types of Errors
Slip
Mistake

Memory
Sensory
Short-Term
Long-Term

Forgetting
Interference
Fading
Retrieval Failure
Repression / Suppression

Retention of Learning
Praise
Favorable Attitude
All Senses
Recall by Association
Meaningful Repetition
Mnemonics

Transfer of Learning
Positive Transfer
Negative Transfer

EFFECTIVE COMMUNICATION
AIH Chapter Three

Basic Elements of Communication
Source
Symbol
Receiver

Barriers to Effective Communication
Confusion Between Symbol and Symbolized Object
Overuse of Abstractions
Interference
Lack of Common Experience

TEACHING PROCESS
AIH Chapter Four

Essential Teaching Skills
People Skills
Assessment Skills
Management Skills
Subject Matter Expertise

Instructor's Code of Conduct
Make safety a high priority.
Seek excellence in airmanship.
Develop, exercise, and teach good judgment, and aeronautical decision-making, Recognize and manage risks effectively, and teach sound

principles of risk management, Demonstrate and teach situational awareness, prudent operating practices and personal operating parameters (e.g., minimums), Aspire to professionalism, Act with responsibility and courtesy, and Adhere to applicable laws and regulations.

Organization of Material
Past to Present
Simple to Complex
Known to Unknown
Most Frequently to Lest Used

Training Delivery Method
Lecture Method
Discussion Method
Guided Discussion Method
Problem-Based Learning
E-Learning
Group Learning Method

Instructional Aids
Reasons
Guidelines
Types



ASSESSMENT

AIH Chapter Five

Characteristics of Effective Assessment

Constructive
Organized
Comprehensive
Objective
Flexible
Acceptable
Thoughtful
Specific

Characteristics of a Good Written Test

Discrimination
Usability
Comprehensiveness
Validity
Objective
Reliability

Critiques and Oral Assessments

Instructor/Student
Student-Led
Small Group
Individual Student by Student
Self-Critique
Written Critique

Characteristics of Effective Questions

Apply to the subject
Brief and concise
Adapt to the ability of the student
Only one idea
Challenge the student

Types of Questions to Avoid

Puzzle
Oversized
Toss-up
Bewilderment
Irrelevant
Trick

Answering Students Questions

Understand before answering
Display interest
Determine if the student is satisfied

PLANNING INSTRUCTIONAL ACTIVITY

AIH Chapter Six

Blocks of Learning

Training Syllabus

Purpose of a Lesson Plan

Wise selection of material
Elimination of unimportant material
Consideration is give to each part
Present information in order
Outline teaching process
Relate lesson to objectives
Confidence
Uniformity of instruction

Characteristics of a Well-Planned Lesson

Unity
Content
Scope
Practicality
Flexibility
Relation to course of training
Instructional steps

SBT Planning

Flight Scenario
Scenario destination(s)
Desired student learning outcomes
Desired level of student performance
Possible inflight scenario changes

Non-Flight Scenario

Narrative of the task goal
Desired student learning outcomes
Desired level of student performance

INSTRUCTOR RESPONSIBILITIES AND PROFESSIONALISM

AIH Chapter Seven

Responsibilities of All Aviation Instructors

Help students learn
Providing adequate instruction
Demanding adequate standards
Emphasizing the positive
Ensuring aviation safety

INSTRUCTOR RESPONSIBILITIES AND PROFESSIONALISM

AIH Chapter Seven

Minimizing Student Frustration

Motivate Students
Individuals
Informed
Consistent
Criticize Constructively
Credit when due
Admit errors

Flight Instructor Responsibilities

Flight Instructor endorsements
Additional training and endorsements
Pilot supervision
Pilot proficiency
Pre-solo flight though process
Evaluation of students ability
Recommendations
See and avoid responsibility

Professionalism

Sincerity
Acceptance
Demeanor
Personal Appearance and Habits
Proper Language

Evaluation of Student

Techniques of a Flight Instructor

AIH Chapter Eight

Obstacles to Learning During Flight Instruction

Unfair Treatment
Impatience
Worry / Lack of Interest
Physical Discomfort
Apathy
Anxiety

Assessment of Piloting Ability

Demonstrated Ability
Post Flight Evaluation
Correction of Student Errors
Pilot Supervision
Normal Challenges
Visualization
Practice Landings
Practical Test

