Objectives	▪ The student will understand the elements related to the teaching process
Elements	▪ General ▪ Preparation of a Lesson ▪ Organization of Material ▪ Training Delivery Methods ▪ Problem Based Learning ▪ Instructional Aids & Training Technologies
Schedule	▪ Review lesson objectives ▪ Review lesson material ▪ Conclusion & Review
Equipment	▪ White Board / Markers ▪ References
CFI Actions	▪ Present lesson ▪ Use teaching aids ▪ Ask/ answer questions
Student Actions	▪ Participate in discussion ▪ Take notes ▪ Ask / answer questions
Completion Standards	▪ The student understands how to prepare a lesson, presentation methods, how students apply knowledge, and the importance and use of review and evaluation

Additional Notes: _____
_____
_____
_____

<u>**CE**</u> **= Common Error**

Introduction

Overview

Review objectives / Elements

What

The teaching process and be divided into steps; preparation, presentation, application, and review & evaluation

Why

Effective teaching is part of our job as instructors

How

General

- **The teaching process is broken down into 4 steps: Preparation, Presentation, Application, Review/Evaluation**

Preparation of a Lesson

- **All Lessons must be planned, Objectives, Procedures and facilities, goals to be attained**
- **Objectives should be performance based**
  - o Set measurable, reasonable standards that are clear
- **Begin creating lessons with performance-based objectives**
- **3 Parts: Description of the Skill / Behavior, Conditions, Criteria**
  - o Description of the skill or behavior
    - ▪ Explains the desired outcome of the instruction
      - Should be in terms that can be measured
  - o Conditions
    - ▪ Specifically explain the rules under which the skill or behavior is demonstrated
      - Specify equipment, tools, limiting parameters, or reference material that will be included
  - o Criteria
    - ▪ A list of standards which measure the accomplishment of the objective
      - Criterial should be stated clearly so there is no question whether the objective has been completed
- **The ACS provides performance criteria to be met for a given rating, The instructor should hold the student to these standards before a practical endorsement is issued**

- **Decision based objectives**
  - o Facilitates a higher level of learning and application
    - ▪ Builds a student decision making through the use of complex scenarios

Organization of Material

- **Introduction** – Sets the stage of what the lesson will contain
- **Attention** – Story, Video, investigation to gain the listeners attention
- **Motivation** – Reasons why the information is important to learn
- **Overview** – Clear presentation of objectives and key ideas
- **Development** – Body of the lesson
  - o Past to present
  - o Simple to complex
  - o Known to unknown
  - o Most frequently used to least
- **Conclusion**
- **Review important elements related to the objective**

Training Delivery Methods

- **Discussion Method**
  - o Best for 1 on 1 learning when the learner does not possess the knowledge of the topic
- **Lecture Method**
  - o Useful for presenting new material or showing relationships
  - o Most effective when combined with instructional aids and training devices
  - o Cons: Boring
- **Guided Discussion Method**
  - o Encourages students to participate
  - o Wall flowers will be wall flowers
  - o Students need knowledge of the subject to partake in the conversation
- **Computer Assisted Learning Method**
  - o Reduces manpower
  - o Students can learn at their own rate
  - o Not practical for entire training program
- **Demonstration-Performance Method**
  - o Desirable for teaching a skill
  - o Many lessons combine lecture and demonstration-performance
- **Drill & Practice Method**
  - o Connections are strengthened with practice

Problem Based Learning

Characteristics of Good Problem Based Learning

- **Effective problems**
- **Relate to the real world**
- **Require decision making**
- **Open ended questions**
- **Connect previously learned content to new content**
- **Reflect lesson objectives**
- **Use the HOTS**

Approach

- **Set up the problem**
- **Determine learning outcomes for the problem**
- **Solve the problem or task**
- **Reflect on problem solving process**
- **Consider additional solutions thought guided discovery**
- **Reevaluate solution with additional options**
- **Reflect on this solution and why it's the best**
- **Consider what best means**

Methods

- **Scenario based training**
  - Talked about in learning process Lesson 2
- **Reality based training**
- **Collaborative problem solving**
  - Two or more work together to solve the problem
  - Instructor only helps when needed
- **Case study method**
  - NTSB cases can be used a great tool for building a scenario off of

Instructional Aids & Teaching Technologies

Characteristics of Instructional Aids

- **Help students remember information**
- **Hold the learners' attention**
- **Can utilize multiple senses**
- **Help solve language barriers**

Using Instructional Aids

- **Clearly establish the objective**
- **Gather necessary data**
- **Organize the material**
- **Select the ideas to be supported with the aids**

Conclusion & Review

Conclusion

- Briefly review the main points of the lesson and ask questions

Review

1. Preparation of a Lesson
2. Organization of material
3. Training delivery methods
   a. Lecture method
   b. Guided discussion method
   c. Computer assisted learning method
   d. Demonstration-Performance method
   e. Drill and practice method
4. Problem based learning
5. Instructional aids & training technologies