

1. The Learning Process (task A) Ch 1

Make
check sheet
for ch.3

1 Define learning- A change of behavior as a result of experience

2 What are the characteristics of learning? -PEMA-

1. Purposeful- Each student is individual, with different goals and motivations, and each has a different reason for learning something (a professional pilot student will have greater motivation than a student who is trying only to gain college credits)
2. Experience- Knowledge can't be poured into the student's head, they must learn through their own experiences (you can lecture about slow flight all day, but the student won't be able to do it without experiencing it)
3. Multifaceted- A single learning experience may include verbal, perceptual, and emotional elements (when learning to do stalls, the student's understanding of < of attack discussions in the classroom will be augmented)
4. Active process- To retain knowledge, there must be active involvement of some kind (reacting and responding while learning a maneuver)

3 What are the principles of learning? -REEPIR-

1. Readiness- Students learn best when they are ready to learn, and see a reason to learn it
2. Exercise- Things most often repeated are best remembered (practice makes perfect)
3. Effect- Learning is strengthened by a pleasant feeling and weakened by unpleasant feelings (praising a student vs. yelling at student)
4. Primacy- What is taught creates an almost unshakable impression (teach it right the first time!) FIRST
5. Intensity- An exciting experience teaches more than a boring one
6. Recency- Things most recently learned are best remembered (Stalls learned yesterday are easier to remember than if not practiced in a week)

4 Name the 4 levels of learning? RUAC

1. Rote- student repeats Vx to CFI, but doesn't understand it
2. Understanding- Student understands that Vx is the best angle of climb
3. Application- Student climbs out at Vx
4. Correlation- Student is flying towards a mountain and decides to climb at Vx to avoid the obstacle

5 Name the principles applied in learning a skill? -MK DEADPA-

1. More than muscles- perceptions change as the physical skill becomes easier (learning to ride a bike involves more than pedaling and turning the bars)
2. Knowledge of results- students must be aware of their progress (using a Jepp folder regularly to track student performance)
3. Desire to learn- Rapid progress is made with a desire to learn the material (A professional pilot student vs. someone being forced by their parents)
4. Evaluation vs. critique- Give practical suggestions rather than a grade during initial training
5. Application of skill- Let the student practice what has been learned (don't teach the student to land, then take the landings yourself!)
6. Duration- A major consideration of a lesson is the length of practice time (keep it short in the beginning to prevent fatigue/frustration)

7. **Patterns to follow**- Provide a clear step-by-step example (keep it simple and uniform everytime)
8. **Progress follows a pattern**- Learning follows a pattern. Rapid improvement in the beginning, then a **leveling off**. I.E. the *learning curve* (keep it to 6 or 7 reps, then move on)

Explain factors relating to *forgetting and retention*?

Memory - DIR -

1. **Disuse**- "use it or lose it"
2. **Interference**- The learning of similar things has interfered (confusing Vx with Vy)
3. **Repression**- Unpleasant memories are subconsciously submerged (anything that causes anxiety or is unpleasant will be forgotten)

Explain the *transfer of learning*?

1. **Positive Transfer**- when something previously learned helps learn a new skill (slow flight and stalls helps students with landings)
2. **Negative transfer**- when something previously learned hinders learning something new (going from fixed wing A/C to helicopter. Fixed wing is taught to never let airspeed get to slow during landing, whereas helicopter pilots slow to 0 knots when 5-10 feet above the ground for landing)

Stick & Rudder vs yoke

Explain how the *formation of habit patterns affect the learning process*?

- Correct habit patterns from the beginning of the learning process is essential to further learning (scanning instruments early in training to such an extent its carried on without conscious attention later on. Pilots attention is instantly aroused when something is out of the ordinary)

Human Factors (task ^B)

ch 2

Explain *control of human behavior*?

- (a) • To students, the CFI is a symbol of authority, and tend to submit to authority
- The successful CFI controls student behavior, and guides them towards a goal. This process of directing students action's to **modify behavior** results in **learning**

Explain *development of student potential*?

- An instructor who accepts the assumption listed below should recognize the student's vast, untapped potential.
1. Expenditure of physical/mental effort in work is as natural as play/rest. Depending on conditions, work can be satisfying and will be done voluntarily. If work is viewed as punishment, it will be avoided
 2. Most people will exercise self direction and control in pursuit of goals
 3. Commitment to goals relates directly to the reward associated with their achievement
 4. The average person learns, not only to accept, but to seek responsibility (dislike of responsibility is a result of experience)
 5. The intellectual potentialities of the average person are only partially used

Describe the relationship of *human needs to behavior and learning*? - PSSSES -

- (b) • **NOTE:** Listed from bottom of triangle to top
1. **Physical**- The need of food, rest, and protection from the elements. Until these are satisfied, a person cannot fully concentrate on learning

2. **Safety**- Protection against danger and threats. A persons level of learning is directly linked to their level of safety
3. **Social**- The need to belong, associate, and to give/receive friendship (the need to be included in pilot related conversations may inspire a pilots spouse to learn to fly)
4. **Ego**- Egotistic needs relate to 2 types: ones' self esteem and ones' reputation (gaining self confidence and independence or status and recognition)
5. **Self fulfillment**- Realizing one's own potential for continued development, and taking strides to improve themselves.

Describe the relationship of *defense mechanisms to student learning?* - FARRR -

- Defense mechanisms are subconscious defenses against the realities of unpleasant situations. People use these to soften the pain of failure, and protect their sense of worth.
 1. **Flight**- removing themselves from frustration either physically or mentally (calling in sick, or daydreaming)
 2. **Aggression**- venting anger towards an object or person when the student can't deal directly with the cause of their frustration (asking irrelevant questions, refusal to participate in class, or disrupting the lesson)
 3. **Resignation**- The student gets so frustrated, they give up (student unable to understand and fly a back course)
 4. **Rationalization**- The student can't accept the real reasons for their behavior (blaming the airplane for the problem, not themselves)
 5. **Reality**- Students occasionally ignore or refuse to acknowledge disagreeable realities (student ignores low oil pressure and pending engine failure "this isn't happening")

Describe the relationship of *defense mechanisms to pilot decision making?*

- A student may show aggression, resignation or other defense mechanisms as a result of a given situation, or instructor input (a student may refuse to accept that the engine failed, show aggression towards the CFI for requesting a weather briefing when other students don't, or think scud running is ok because other people do it)

- CFI AS A PSYCHOLOGIST

How should a CFI deal with a students *stress, anxiety, and psychological abnormalities?*

- **Anxiety**- Reinforce the students' joy of flying, and teach them to cope with their fears. Treat fears as a normal reaction, rather than ignoring them. Keep in mind that anxiety in student pilots is usually associated with certain types of flight maneuvers (stalls, spins, etc.)
- **Normal reactions to stress**- Normal individuals begin to respond rapidly and exactly, within the limits of their training. Many responses are automatic (The need to train in emergency operations prior to an actual emergency)
- **Abnormal reactions to stress**- Response to stress may be absent or inadequate, and their responses may be random or illogical. Watch for *inappropriate reactions* such as **extreme cooperation, laughter, singing, rapid changes in emotions, marked changes in mood, severe anger.** These may be signs of potential psychological problems.

TASK C

ch 4

The Teaching Process (task B)

1. Preparation for a lesson
 - Covered (what is to be taught)
 - Objectives of the lesson (determine a standard/PTS)
 - Goals (make it attainable so the student experiences success, rather than failure)
 - Supplies (and equipment are available)
2. Presentation- The student is introduced to subject/maneuver (instructor is most active in this stage, insures the student understands what is to be accomplished, demonstrates mastery to the student, and insures that the student understands to importance of the material)
3. Application- The student is guided into development of insights and formation of habits (the student is now most active, and is learning through trial and error)
4. Review and Evaluation- The instructor summarizes what was covered, notifies the student of their progress/lack of progress, makes suggestions to improve the skill, and measures the performance against the objectives set prior to the lesson

Teaching Methods (task A) 5

1 Explain the organization of a lesson?

1. Introduction (sets the stage for learning, offer why it needs to be learned)
 - Attention (tell a story which relates to the subject, making an unexpected statement, or asking a related question)
 - Motivation (relate the lesson to each individual student, such as career advancement, money, or recreation)
 - Overview (tell the student what is to be covered during the period, then offer a clear presentation of the objective)
2. Development/Body (main part of the lesson where the CFI develops the presents the subject matter in a manner that helps the student reach the desired outcome. There are several ways to develop ideas)
 1. Past to present (following a time line, such as development of aircraft design over the years)
 2. Simple to complex (just like the name states, start the student with simple weight and balance problems, and move onto weight shift problems)
 3. Known to unknown (build on something the student already knows, such as explaining the theory of flight by using the "hand out the window" analogy)
3. Conclusion (review the important elements and relate them to the objective in In order to reinforce and help the student retain the information)

Name the 3 most common used teaching methods?

2. Lecture method
3. Guided discussion
4. Demonstration/practice

2

Explain the lecture method?

- 5. The lecture method is primarily used to introduce students to new subjects, but is also good for summarizing ideas, showing relationships between theory and practice, re-emphasizing main points, and delivering information to large groups.

4

Explain guided discussion?

- 6. Guided discussions involve the skillful use of questions to "draw out" what the students have already learned, and force them to provide information, opinions, and experiences.
 1. Rhetorical- Asked and answered by CFI.
 2. Reverse- sending the question back to the student in an effort to let them answer it themselves.
 3. Relay- Redirect the question to the group for an answer.
 4. Overhead- Good lead off question, used to stimulate thought and response.
 5. Direct- Asking a student for an answer directly.

Indirect Question!
going around back door
(Frys, Someone's kw.
cer)

Cooperative
Group method
write
up
5-6

5

Explain demonstration/performance?

- A 5 step method, based on the principle that we learn by doing.
 1. Explanation- Convey the precise actions the student is to take.
 2. Demonstration- The instructor demonstrates for the student.
 3. Student performance- Student practices the skill.
 4. Instructor supervision- CFI supervises student practice and offers assistance, if required.
 5. Evaluation- CFI judges performance, points out errors, offers constructive suggestions, and offers praise.

6

Explain programmed instruction? - Computer aided learning -

- The student is actively responding to each step and receiving immediate feedback on their responses.

Explain audio/visual instruction?

- The use of instructional aids to improve communication between themselves and the students. Examples include: chalkboards, videos, models, and projected materials.

Cooperative or Group Learning Method:

3

Cooperative or Group Learning Method is an instructional strategy which organizes students into small groups so that they can work together to maximize their own and each other's learning.

Instructors should organize students into small HETEROGENEOUS GROUPS. Also, instructors need to give clear, complete directions and instructions. All students in the group must buy into the targeted objectives. (i.e. need to know that they need to know info) Instructor must organize so that all students believe that they will sink or swim together. All students must believe that they have opportunity for success. Students must have access to info. Also, need sufficient time for learning, and all students must have individual accountability. MAIN REASON FOR METHOD: individuals will achieve greater success than if they were to study alone.

CHAPTER 3 EFFECTIVE COMMUNICATION



Elements of communication

- **Source** – the sender transmitter or instructor
- **Symbols** used in composing the message – simple oral and visual codes (facial gestures, vocabulary) – combined into sentences, paragraphs that convey meaning to the student
- **Receiver** – the listener, reader, or the student

Barriers to effective communication

LCAI →

- **Lack of common experience** – words are used as a means to arouse stimuli in the student. Student learns by comparing what instructor is saying with his own past experience.
- **Confusion between the symbol and the symbolized object** – When a word is confused with what it is meant to represent. **Mechanic** is a vague term that means different things to different people, **aviation maintenance technician** is much more specific and conveys better the idea being presented.
- **Abstractions** – Aircraft is a term that could mean helicopters, airplanes, or a blimp. By saying that this (whatever) applies to aircraft we are being too vague in our definition. When an instructor says engine a student may picture a turbine when the instructor is trying to put for a piston engine.
- **Interference** – made up of outside factors that affective communication
 - **Physiological interference** – any biological problem i.e. hearing loss, blindness that inhibits communication
 - **Environmental** – any environmental factor i.e. loudness, heat, and cold
 - **Psychological** – a product of how the instructor and student feel at the time

Listening →

Proper listening requires that the student/instructor

- Take notes
- Guard against daydreaming
- Be emotionally calm

Developing Communication Skills

- Listen for main ideas
- Listen to understand, not refute
- Be responsible for listening
- Be ready to listen

Evaluation (task D) ^E Ch 6

Explain the purpose of evaluation?

- CFI's determine when they have arrived at their goal thru the evaluation process. The process should be based on *observable, definable, measurable behavior* appropriate to the students level (PTS) to make evaluation simple. If the objectives are not defined as listed above, 2 instructors could have different opinions of the same students performance.

Critique - new - make notes

① Critiques should be oral, written or both. They should come immediately after a students performance while the details of the performance are easy to recall. It may be conducted in private before the entire class. A critique is not a step in the grading process, it is a step in the learning process. A good critique considers the good along with the bad.

Characteristics of an Effective Critique OFACCOTS

- ↓
- ②
- Objective - the critique should be based on student performance vs. an objective standard. The instructors opinion of the student should not factor into the critique
 - Flexible - The critique needs to examine the entire performance in the context of which it was accomplished.
 - Acceptable - Before the students will accept their instructors critiques, they must first accept the instructor.
 - Comprehensive - A comprehensive critique is not necessarily a long one, nor must it treat every aspect in detail. An instructor must decide if the student will benefit from the discussion of a few key points or a number of minor ones.
 - Constructive - A critique is pointless unless a student benefits from it. Praise things that are done well but do not give meaningless praise.
 - Organized - Unless a critique follows some organizational format, otherwise valid comments may lose some of their impact.
 - Thoughtful - An effective critique reflects the instructors thoughtfulness toward the students need for self-esteem, recognition and approval from others.
 - Specific - The instructors comments and recommendations should be specific, rather than general, the students needs to focus on something concrete.

Methods of critique

- ↓
- ③
- Instructor/Student Critique - Instructor leads a group discussion in which members of the class are invited to offer criticism of a performance.
 - Student-led Critique - The instructor asks a student to lead the critique. The instructor may specify a pattern of organization for the student to follow.
 - Small Group Critique - The class is divided into small groups and each group is given a specific area to analyze.
 - Individual Student Critique by another student - The instructor may require another student to present the entire critique.
 - Self Critique - A student is required to critique personal performance.
 - Written Critique - They have three advantages - first more time and thought may be devoted to the critique in this manner. Secondly the students can keep written critiques and review them as they wish. Thirdly students are left with a permanent record of suggestions for improving performance.

Rules for critiques

- part of the
- Do not extend the critique beyond its scheduled time
 - Avoid trying to cover too much
 - Allow time for a summary of the critique
 - Avoid dogmatic or absolute statements
 - Avoid controversies with the class
 - Never allow yourself to be maneuvered into defending criticism
 - If part of the critique is written be sure that it is consistent with the oral portion

State the difference between evaluation and critique?

1. An **evaluation** is giving a grade based upon defined objectives (meeting PTS during a maneuver)
2. A **critique** involves meaningful suggestions to help the student improve, rather than a grade. It provides something constructive to work with and build upon.

What are the 6 characteristics of an effective oral question?

1. A specific purpose (make it relevant to the topic)
2. Be clear in meaning
3. Contain a single idea
4. Stimulate thought
5. Require definite answers
6. Relate to previously covered information

2a

What are the types of oral questions to avoid?

1. Puzzle- too many parts (Explain lift)
2. Oversize- too general (What makes a plane fly)
3. Toss up- more than 1 correct answer (How can a pilot control lift)
4. Bewilderment- not clear to their content
5. Trick- try to fool the student into giving the wrong answer

In reading altimeter - you set a sensitive altimeter for the nearest station pressure - if you take temp. into account, as when flying from a cold air mass through a warm front, what precaution should you take in a mountainous area?

How does a CFI respond to student questions?

- Understand the question before answering
- Display interest
- Frame an answer which is as direct and accurate as possible
- Watch for clues that they understand/are lost
- **IF YOU DON'T KNOW THE ANSWER**- freely admit that you don't know, but will research it, or look it up with the student

2b

What are the 5 characteristics of a written test?

1. **Reliability**- it gets consistent results (a new altimeter will give more consistent results than an old, worn out one)
2. **Validity**- it measures what should be measured (time to travel distance with winds aloft given)
3. **Usability**- easy to understand and grade (clear directions, large type, good diagrams)
4. **Comprehensiveness**- it must sample what is being measured (student must check all fuel sumps to determine if water is present, not just 1)
5. **Discrimination**- it will detect small differences

2c

Discuss the FAA Practical Test Standards (PTS)?

- The PTS sets the standards which must be met for the issuance of a pilot certificate or rating. They measure the accomplishment of the objective. The objective is stated in a way so that there is no question of the standard

2d

TASK F - Flight Instructor Characteristics + Responsibilities:

CHAPTER 8 - INSTRUCTOR RESPONSIBILITIES AND PROFESSIONALISM

Responsibilities for all Aviation Instructors

- (1a) • Helping students learn – make learning fun, enjoyable, interesting experience
- (1b) • Providing adequate instruction – make sure that instruction given suits the student so that they might learn the most from you
- (1c) • Demanding adequate standards of performance – instructors fail to provide competent instruction when they permit their students to get by with substandard instruction
- (1c) • Emphasizing the positive – The way instructors conduct themselves, the attitudes that they display, and the manner in which they develop their instruction all contribute to the formation of either positive or negative impressions by their students.

Flight Instructor Responsibilities

- (2a) • Evaluation of student piloting ability – evaluation must be based on objective standards on performance, suitably modified to relate to the students level of experience.
- Pilot supervision – Flight instructors have a responsibility to their students to provide guidance and restraint with respect to the solo operations of their students.
- (2b) • Practical Test Recommendations – A flight instructor who makes a practical test recommendation for an applicant seeking a certificate or rating should require the applicant to thoroughly demonstrate the knowledge and skill level required for that certificate or rating.
- Flight Instructor endorsements – Instructors have a responsibility to endorse their students and maintain a record of those endorsements for 3 years.
- (2c) • Additional training and endorsements – Aside from primary training there are other endorsements (high performance, tailwheel, complex, pressurized, flight reviews) that the flight instructor may give. These also must be documented.
- Pilot proficiency – Flight instructors should instill in their students a desire to always be proficient at what they do. Programs like the WINGS program further help to maintain this proficiency.

Professionalism

What is professionalism?
SESJJC

List the general rules which a CFI should follow to ensure good human relations?

1. **Sincerity**- Be straight forward and honest, attempting to B.S. the student will make it impossible for the instructor to command the respect and full attention of the student
2. **Acceptance of the student**- The CFI must accept the student for who they are, including all their faults. The student will not accept criticism from the CFI until they fully accept the instructor
3. **Personal appearance and habits**- CFI should look and dress in a professional manner. A CFI who is rude, thoughtless, and disrespectful, regardless of ability, cannot hold the respect of students
4. **Demeanor**- The professional image requires development of a calm, thoughtful and disciplined, but not somber demeanor.

patients of a saint

Task F - 3

pp 8-12
copy + make notes

- Professionalism exists only when a Service is performed for the common good
- Only after Extended training and preparation
- True professionalism is based on Study and research
- Professionals must be able to Reason logically and accurately
- Professionalism requires good Judgement
- Professionalism requires a Code of ethics

good for 3A

also

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Other factors affecting professionalism

- Sincerity – The instructor should be straightforward and honest
- Acceptance of the student – The instructor must accept the students as who they are, including all of their faults
- Personal appearance – The instructor should be neat, clean, and appropriately dressed
- Demeanor – The instructor should avoid erratic movements, distracting speech habits, and capricious changes in mood.
- Safety and accident prevention – The safety practices emphasized by instructors have a long lasting effect on students.
- Proper Language – The use of profane and/or obscene language leads to distrust or a complete lack of confidence in the instructor
- Self-Improvement – Professional instructors must never become satisfied or complacent with their own qualifications and abilities. They should be constantly alert for ways to improve.

Minimizing Student Frustrations

- Motivate Students
- Keep students informed
- Approach students as individuals
- Give credit when due
- Criticize constructively
- Be consistent
- Admit errors

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TASK 6 - Planning Instructional Activity.

CHAPTER 10 - PLANNING INSTRUCTIONAL ACTIVITIES

- **Course of training** - a complete series of studies leading to attainment of a specific goal.
- **Curriculum** - a set of courses in an area of specialization offered by an educational institution.

①

② **Training Syllabus** - a step by step building block progression of learning with provisions for regular review and evaluations at prescribed stages of learning.

③ **Training course outline** (within a curriculum) - the content of a particular course.

④ **Blocks of learning** - more complex tasks that are broken down into their component pieces in order to simplify the learning processes. These component pieces are referred to as blocks.

Training Syllabus

- The format and content may vary but it should always be in the form of an abstract or digest of the course of training.
- Any practical training syllabus must be flexible, and should be used primarily as a guide.
- A syllabus should include special emphasis items that have been determined to cause factor in aircraft accidents or incidents.
- A syllabus lesson may also include several other items that add to or clarify the objective, content, or standards. A lesson may specify the recommended class time, reference or study materials, recommended sequence of training and study assignment for the next lesson.

⑤ **Lesson Plans** - an organized outline for a single instructional period. They insure that each student receives the best possible instruction under the existing conditions. An adequate lesson plan should

- Assure a wise selection of material and the elimination of unimportant details.
- Make certain that due consideration is given to each part of the lesson.
- Aid the instructor in presenting the material in a suitable sequence for efficient learning.
- Provide an outline of the teaching procedure to be used.
- Serve as a means of relating the lesson to the objectives of the course of training
- Give the inexperienced instructor confidence.
- Promote uniformity of instruction regardless of the instructor or the date on which the lesson is given.

Characteristics of a well planned lesson

- **Unity** - each lesson should be a unified segment of instruction.
- **Content** - Each lesson should contain new material. New material should be related to the old material.
- **Scope** - each lesson should be reasonable in scope.
- **Practicality** - Each lesson should be planned in terms of the conditions under which the training is to be conducted.
- **Flexibility** - A lesson plan should be flexible to accommodate student experience.
- **Relation to a course of training** - each lesson should be taught so that the relationship of the main points to the course objectives are clear.
- **Instructional steps** - every lesson should fall into the four steps of the teaching process.

CHAPTER 11 - PROFESSIONAL DEVELOPMENT

Aviation Safety Counselors - members of the aviation community who are selected by the Safety Program Manager. Pilots who devote their time and energy into solving the aviation safety problems of their community.

Continuing Education - All instructors should continually seek to improve their abilities and knowledge, here are some possible sources:

- Government - FAA AC's, WINGS program etc
- Educational/Training institutions - Safety seminars etc
- Commercial Enterprises - Commercially published books, videos etc
- Industry Organizations - AOPA etc

Characteristics

- P Proposed
- E Experience
- M Multi-faceted
- A Aches

Principles

- R Readiness
- E Exercise
- E Effect
- P Primary
- I Intensity
- R Recency

Levels

- R Role
- U Understanding
- A Application
- C Coordination

Principles

- M more the muscles
- K knowledge of R²
- D desire to learn
- E Evaluation vs Critic
- A Approach & Skill
- D Direction
- P Problems to follow
- P Progress

Forgetting

- D Disuse
- I Interference
- R Regression

Hierarchy of Needs

- P Physical
- S Safety
- S Social
- E Ego
- S ~~Self~~ ^{Self} fulfillment

Defence Mechanisms

- F Flight
- A Aggression
- R Resignation
- R Rationalization
- R Reaction

Barriers of Comm

- L Lack of communication
- C Confusion symbol/object
- A Abstractions
- I Interference

Lesson

- P prepare → COGS
- P present
- A Apply
- R Review

Guided Discussion

- R Redirection
- R Reverse
- R Reply
- O Overhear
- D Direct

Critique

- O Objective
- F ~~terrible~~ ^{terrible}
- A Acceptable
- C Comprehensive
- C Constructive
- O Organized
- T Thoughtful
- S Specific

Instructional Activity

Course of Training: series of studies for a goal ↙

Training Syllabus: step by step blocks of learning ↘

Blocks of Learning: individual components of complex tasks

Training Syllabus:

- 1) abstract - course of training
- 2) flexible - as a guide
- 3) emphasis on certain items (safety)
- 4) other items: times, standards of performance, assignments

Lesson Plan: outline for single period

- 1) eliminate unimportant details - select material
- 2) due consideration to each part of lesson
- 3) Aid instructor in presentation
- 4) outline of teaching procedure
- 5) relate material to course objectives

- 5) inexperienced instructor confidence
- 6) uniformity of instructor regardless of instructor

Characteristics of Well Planned Lesson

- 1) Unity - unified
- 2) Content - new material related to old material
- 3) Scope - reasonable
- 4) Practicality - planned under realistic conditions
- 5) flexibility - accommodate different students
- 6) relation to course of training - relate to course goals
- 4) instructional steps - RUAC

Evaluation

Critique - a step in learning process

Characteristics:

- Objective - objective standard
- Flexible - entire performance
- Acceptable - accept instructor
- Comprehensive - not long
- Constructive - student must benefit
- Organized - organized format
- Thoughtful - student self-esteem
- Specific - concrete behaviors

Methods:

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

Rules:

- Do not extend
- avoid covering too much
- Avoid Absolutes
- Avoid controversies w/ class
- Do not defend
- Written consistent w/ oral

6 Characteristics of an oral question

- 1) Specific purpose
- 2) clear meaning
- 3) Single idea
- 4) Stimulate thought
- 5) Define answer
- 6) relate to old material

Avoid...

- 1) Puzzle - Too many parts
- 2) Over-size - Too general
- 3) Toss up - More than one answer
- 4) Belittlement - not clear to content
- 5) Trick - Fool student

Student questions the CF?

- understand, flow answer
- interest
- Direct, accurate
- Student lost w/ your answer?
- If don't know, will look up together

Written Tests

- 1) Reliability - consistent results
- 2) Validity - measures measured
- 3) Usability - easy to understand
- 4) Comprehensiveness - Samples what's measured
- 5) Discriminability - detect small differences

PTS - standards for issuance of a job certificate. Measure accomplishment of objective. Objective is stated so that there is no question of standard.

Professionalism

(3 types of people) - then over

Aviation instructor responsibility

- ① Help students learn (Pleasant, Guidance, Interesting)
- ② Provide Adequate Instruction* (Analyze Student)
- ③ Demand Adequate Standards of Performance* (Effective Learning)
- ④ Emphasize the Positive* (Fun of General Aviation)

Responsibilities of Flight Instructor

- ① Evaluation of Student Pilot Ability (Standards of Performance) >*
- ② Pilot Supervision (Student Perform consistently before Solo)
- ③ Practical Test Recommendation (Perform as PIC - Perform all TASKS, etc.) *
- ④ Flight Instructor Endorsements (meet requirements of reg for endorsements) >*
- ⑤ Additional Training Endorsements (Flight Review, IPC, A/C Transition)
- ⑥ Pilot Proficiency (Instructor must keep up to provide best instruction)

Professionalism

- common good
- extended training
- study & research
- logical reasoning
- good judgemental decision making
- code of ethics

- ① Sincerely (Honest)
- ② Acceptance of Student (tell their faults)
- ③ Personal Appearance + Habits (clean + business like)
- ④ Demonstrate (positive, patient, consistent)
- ⑤ Safety Practices (safety is #1)
- ⑥ Proper language (no cursing)
- ⑦ Self Improvement (strive to improve self)

Minimize Student Frustration*

- ① Motivate Students
- ② Keep them informed
- ③ Approach students as individuals
- ④ Give credit when due
- ⑤ Critique constructively
- ⑥ Be consistent
- ⑦ Admit errors

Characteristics *