

C. TASK**THE TEACHING PROCESS****OBJECTIVE**

To determine that the applicant exhibits instructional knowledge of the elements of the teaching process by describing:

KEY ELEMENTS

- Preparation of a lesson for a ground or flight instructional period
- Presentation of knowledge and skills including the methods which are suitable in particular situation
- Application, by the student, of the knowledge and skills presented by the instructor
- Review of the material presented and evaluation of student performance and accomplishment

SCHEDULE

- Discuss objectives
- Review material
- Development
- Conclusion

EQUIPMENT

- Flight Instructors Handbook
- FOI handbook
- References
 - AC 60-14

INSTRUCTOR ACTIONS

- Discuss lesson objectives
- Present lecture
- Questions
- Homework

STUDENT ACTIONS

- Participate in discussion
- Take notes

COMPLETION STANDARDS

- Participate in discussion
- Take notes

C. TASK**THE TEACHING PROCESS****LESSON
PREPARATION****4 STEPS INVOLVED IN TEACHING PROCESS**

- Preparation
- Presentation
- Application
- Review and evaluation

Preparation Stages**PREPARATION STAGE OF A LESSON SHOULD INCLUDE:**

- Statement of lesson objectives
- Procedures and facilities to be used during the lesson
- Specific goals to be attained
- Means to be used for review and evaluation

**Performance-based
objectives****3 ELEMENTS OF PERFORMANCE-BASED OBJECTIVES**

- *Description of skill or behavior* - desired outcome of training stated in concrete terms that can be measured.
- *Conditions* - the framework under which the skill or behavior will be demonstrated.
- *Criteria* - the standard which will be used to measure the accomplishment of the objective.

**Organization of
material**

- **Introduction** - sets the stage.
- **Attention** - could be a story, video clip, etc. to direct attention to the lesson.
- **Motivation** - why is the information important.
- **Overview** - a clear presentation of the objectives and key ideas.
- **Development** - the main body. Can be organized from past to present, simple to complex, known to unknown, or most frequently used to last.
- **Conclusion** - retraces important elements and relates to the objectives.

C. TASK**THE TEACHING PROCESS****PRESENTATION
METHODS****COMMON METHODS OF PRESENTATION****Lecture**

Suitable for presenting new material, summarizing ideas, and showing relationships. Most effective when combined with instructional aids and training devices.

Demonstration performance

Desirable for teaching a skill. Many lessons may combine the lecture and demonstration-performance methods—the initial information is covered in class with the lecture, and then applied in the airplane.

Guided discussion

Encourages active participation (students ask questions) and is helpful in areas where students can use initiative and imagination in addressing problems.

Drill and practice

Use practice to strengthen connections.

Computer assisted learning

Reduces workload for the instructor and allows students to move at their own pace, but is not practical for the entire training program.

C. TASK**THE TEACHING PROCESS****STUDENT
APPLICATION****REVIEW AND
EVALUATION**

Review what has been covered, require the student to demonstrate if the objectives have been met
Students should be made aware of the progress and ensure standards are met before moving on

The feedback must adequately compare the performance to the completion standards of the lesson
This way the student knows how he is doing
Students may be discouraged when the instructor is doing well and they aren't

If deficiencies not associated with the present lesson are noted, they should be pointed out and fixed
The instructor and the student have a valid picture of where the student is in respect to the standards