

E. TASK**CRITIQUE AND EVALUATION****OBJECTIVE**

To determine that the applicant exhibits instructional knowledge of the elements of critique and evaluation by describing:

KEY ELEMENTS

- Purpose and characteristics of an effective critique
- Difference between critique and evaluation
- Characteristics of effective oral questions and what type to avoid
- Responses to student questions
- Characteristics and development of effective written tests
- Characteristics and uses of performance tests, specifically, the FAA practical test standards

SCHEDULE

- FAR/AIM
- FOI handbook
- References
 - AC 60-14

EQUIPMENT

- Discuss objectives
- Review material

INSTRUCTOR ACTIONS

- Discuss lesson objectives
- Present lecture
- Questions
- Homework

STUDENT ACTIONS

- Participate in discussion
- Take notes

COMPLETION STANDARDS

- Participate in discussion
- Take notes

E. TASK**CRITIQUE AND EVALUATION****EFFECTIVE
CRITIQUE****Critique and Evaluation**

Both have a lot in common, but they serve very different purposes.

- A critique may be oral, written, or both.
- It should come immediately after a student's performance, while the details of the performance are easy to recall

- Two common misconceptions about the critique
 - Not a step in the grading process.
 - It's a step in the learning process.
 - A critique should provide the students with something constructive upon which they can work or build.
 - It should provide direction and guidance to raise their level of performance

Purpose**Critique Purpose**

Should improve students performance and provide them with something constructive with which to work upon which they can build.

Characteristics**Critique Characteristics**

- Objective
 - focused on students performance
- flexible
 - fit in town, technique, and contents to the occasion
- acceptable
 - students must first accept the instructor
- effective
 - critiques are presented with authority conviction sincerity and from a position of recognizable competence
- comprehensive
 - cover a few major points or a few minor points as well as the students overall strengths and weaknesses
- constructive
 - provide positive guidance for correcting the faults and strengthening the weaknesses
- well organized
 - follow some pattern of organization
- thoughtful
 - geared towards students need for self-esteem, recognition, and approval from others
- specific
 - comments and recommendations should not be so general that the student can find nothing to hold onto

E. TASK**CRITIQUE AND EVALUATION****EVALUATION**

Whenever learning takes place, the result is a definable, observable, measurable change in behavior.

Purpose

The purpose of an evaluation is to determine how a student is progressing in the course. Evaluation is concerned with defining, observing, and measuring or judging this new behavior. Evaluation normally occurs before, during, and after instruction; it is an integral part of the learning process.

Characteristics

During instruction, some sort of evaluation is essential to determine what the students are learning and how well they are learning it. The instructor's evaluation may be the result of observations of the students' overall performance, or it may be accomplished as either a spontaneous or planned evaluation, such as an oral quiz, written test, or skill performance test.

Types

WRITTEN

ORAL

PERFORMANCE

Types of questions to avoid

Puzzle- "What is the first action you should take if a conventional gear airplane with a weak right brake is swerving left in a right crosswind during a fullflap, power-on wheel landing?"

Oversize- "What do you do before beginning an engine overhaul?"

Toss-up- "In an emergency, should you squawk 7700 or pick a landing spot?"

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

Trick questions-These questions will cause the students to develop the feeling that they are engaged in a battle of wits with the instructor, and the whole significance of the subject of the instruction involved will be lost