I.G. Planning Instructional Activity

References: FAA-H-8083-9

Objectives  The student should develop knowledge of the elements related to planning instructional activity as required in the CFI PTS.

Elements
1. Developing Objective and Standards
2. Building Blocks of Learning
3. Developing a Training Syllabus
4. Lesson Plans

Schedule
1. Discuss Objectives
2. Review material
3. Development
4. Conclusion

Equipment
1. White board and markers
2. References

IP’s Actions
1. Discuss lesson objectives
2. Present Lecture
3. Ask and Answer Questions
4. Assign homework

SP’s Actions
1. Participate in discussion
2. Take notes
3. Ask and respond to questions

Completion Standards  The student has the ability to effectively and properly plan instructional activity. The student can develop objectives and standards for a training course, he understands the use of the building blocks of learning, and is aware of the requirements for developing a training syllabus, as well as the purpose and characteristics of a lesson plan.
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Instructors Notes:

Introduction:

Attention
Want to be your own boss, and have your own flight school? This is oriented to the instructor who may be instructing independently.

Overview
Review Objectives and Elements/Key ideas

What
The planning required by the instructor as it relates to the course of training, blocks of learning, training syllabus, and lesson plans.

Why
Learning to plan instructional activity effectively results in high-quality training on an individual basis.

How:

1. Developing Objectives and Standards
   A. Before any important instruction can begin, a determination of objectives and standards in necessary
   B. Objectives
      i. The desired level of learning should be incorporated into the performance based objectives
         a. Aviation training aspires to a level of learning at the application level or higher
   C. Standards
      i. Closely tied to objectives, since they include a description of the desired knowledge, behavior, or skill stated in specific terms, along with conditions and criteria
      ii. When a student performs according to well-defined standards, evidence of learning is apparent
      iii. Comprehensive examples of the desired learning outcomes, or behaviors, should be included
         a. Writing standards for affective learning can be more difficult than cognitive/psychomotor
   D. The overall objective of a training course is usually well established, and the general standards are included in various rules and related publications
      i. Eligibility, knowledge, proficiency, and experience requirements are stipulated in the regulations
         a. Instructional objectives should extend beyond those listed in publications
            • Successful instructors teach not only how, but also why and when
      ii. Standards are published in the applicable PTS

2. Building Blocks of Learning
   A. The blocks of learning constitute the necessary parts of the total training objectives
   B. Early identification of the foundation of blocks of learning is essential
      i. They should represent units of learning which can be measured and evaluated
   C. By developing blocks, a student can master the segments (blocks) individually
      i. The blocks can be progressively combined with other segments until reaching the overall objective
   D. When identifying the blocks of learning for each training activity, be sure that it is truly integral
      i. Extraneous blocks of instruction are expensive frills, and detract from the final objective
   E. Any student problems can be divided into blocks of learning in order to help solve that problem
      i. EX. Steep turns can be broken into blocks which can be mastered or fixed to perfect the maneuver
3. Training Syllabus Development Requirements
   A. Designed to provide a road map showing how to accomplish the overall objective of a course
      i. Intended to be a summary of a course of training
         a. It should be fairly brief but comprehensive enough to cover the essential information
   B. The syllabus should always be in the form of an abstract or digest of the course training
      i. It should include blocks of learning to be completed in the most efficient order
   C. Effective training relies on organized blocks of learning
      i. Therefore, all syllabi should stress well defined objectives and standards for each lesson
         a. Appropriate objectives/standards should be established for the overall course, the separate flight and ground segments, and for each stage of training
         b. Other details may be added to explain how to use it and describe pertinent reference materials
   D. Using a Training Syllabus
      i. The syllabus must be flexible, and should be used primarily as a guide
         a. When necessary, the order of training should be altered to suit progress/special demands
         b. When departing from the syllabus, it is the instructor’s responsibility to consider how the blocks of learning are affected
      ii. Ground Lessons
         a. Tend to focus on cognitive domain learning
            • But, many areas concern safety/ADM/judgment which are related to the affective domain
              a. Thus, instructors who can stress these factors along with traditional aviation subjects can favorably influence a student’s attitudes, beliefs, and values
      iii. Flight Lessons
         a. Generally emphasize the psychomotor domain
            • Affective domain is also important
              a. Thus, attitude toward flight safety, ADM, and judgment should be a major concern
   E. A syllabus should include special emphasis areas that are cause factors in accidents or incidents
      i. EX. Emphasize collision and wake turbulence avoidance

4. Purpose and Characteristics of a Lesson Plan
   A. Purpose
      i. Designed to assure each student receives the best possible instruction under existing conditions
         a. Help instructors keep a check on their own activity, as well as their students
         b. The instructor has in essence taught the lesson to themselves prior to teaching students
      ii. An adequate lesson plan, when properly used, should:
         a. Assure a wise selection of material and the elimination of unimportant details
         b. Make certain that due consideration is given to each part of the lesson
         c. Aid the instructor in presenting the material in a suitable sequence for efficient learning
         d. Provide an outline for the teaching procedure to be used
         e. Serve as a means of relating the lesson to the objectives of the course of training
         f. Give the inexperienced instructor confidence
         g. Promote uniformity of instruction regardless of the instructor or date on which the lesson is given
   B. Characteristics
      i. A lesson plan should be a working document that should be revised as changes occur or are needed
      ii. Unity – should be a unified segment of instruction
         a. No extraneous info not important to the objective
      iii. Content – Each lesson should contain new material, but, it should be related to previous lessons
      iv. Scope – Each lesson should be reasonable in scope
         a. Keep the objectives realistic as a person can only master a few principles at a time
v. Practicality – Plan each lesson in terms of the conditions under which training is to be done
   a. Lesson plans in the airplane will differ from those in the classroom
   b. Also, the kinds/quantities of instructional aids available have a great influence
vi. Flexibility – A degree of flexibility should be incorporate even though there is an outline
vii. Relation to a Course of Training – Plan and teach each lesson so its relation to objectives are clear
   a. EX. A lesson on short field T/O and LDGs should be related to certification and safety objectives
viii. Instructional Steps – Every lesson, when adequately developed, falls logically into the four steps
      of the teaching process (Preparation, Presentation, Application, Evaluation)

Conclusion:
Brief review of the main points