


Orientation

Classroom Teaching and Learning Theory
Course Introduction and Overview




Slide 0-2

Welcome!

This course will:


- ▶ Help prepare you to become a classroom instructor.
- ▶ To present content from approved driver education curricula.

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Purpose of Course


- ▶ To train individuals to become professional instructors in driver education.
- ▶ To gain a fundamental understanding of classroom learning theories and management
- ▶ To gain the knowledge, skills and attitudes necessary to teach driver education.

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Objectives of the Course


- ▶ Upon successful completion of this **course**, the IC will be able to:
 - Demonstrate your ability to prepare for the training task.
 - Teach a lesson(s) in driver education.
 - Explain how organization, behavior control, and communication can ensure effective classroom management.
 - Identify appropriate strategies for challenges in classroom management.
 - Demonstrate appropriate strategies to keeping students on task and how to manage time in the classroom.

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Objectives of the Course cont.


- Identify and utilize the necessary resources that support approved Driver Education Curricula.
- Explain how to assess and evaluate the student's in the classroom to determine comprehension.
- Describe how to communicate with the behind-the-wheel instructor and coordinate the behind-the-wheel lesson with the classroom instruction.


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Course Completion Requirements

- ▶ Full attendance of the course is mandatory.
- ▶ Planned activities
- ▶ Group discussions
- ▶ Questions and answers
- ▶ Module quizzes and pass with 80%.




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Course Completion Requirements

- ▶ Successfully deliver two teaching sessions:
 - First presentation – 5– 10 minutes in length.
 - Second presentation – 20–30 minutes in length.
 - Lesson plans will be turned in the day the lesson is being taught.
- ▶ Pass the end of course knowledge test with 80%.

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Agenda

- ▶ **Module 1** – Preparing to Teach and Overview of Teaching Assignments
- ▶ **Module 2** – Techniques and Challenges in Classroom Management
- ▶ **Module 3** – Student Assessment and Evaluation
- ▶ **Module 4** –Coordination Between Classroom and Behind-the-Wheel Instruction

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Agenda

- ▶ **Module 5** – Peer Teaching Presentations
- ▶ **Module 6** – Classroom Teaching and Learning Theories Course Wrap-Up
- ▶ **Module 7** – Classroom Teaching and Learning Theory Knowledge Test
- ▶ **Addendum Module A** – Online Driver Education and Virtual Classroom
- ▶ **Addendum Module B** – Addressing Special Needs

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Module Summary

- ▶ The information that was presented in this module is essential for understanding the purpose and objectives of the classroom teaching and learning theory course and the course requirements.


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Questions?

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Orientation 

Module 1

Preparing to Teach and Overview of Teaching Assignments




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Purpose of the Module

- ▶ To discuss the process for preparing to teach and to discuss the peer teaching assignments.

Module 1

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Slide 1-3


Module Sections

This module will cover three topics:

- ▶ The process for preparing to teach.
- ▶ The peer teaching process and presentation.
- ▶ Evaluation of the presentation.

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Module Objectives

- ▶ By the end of this Module, you should be able to:
 - Explain the purpose of the peer teaching presentation.
 - Demonstrate the instructor preparation tasks.
 - Demonstrate your ability to prepare for the training task.

Module 1

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Slide 1-5

The Importance of Knowing the Lesson Plan

- ▶ Lesson objectives.
- ▶ Audience.
- ▶ Topical content to be covered.
- ▶ Identify, in advance, the need for revising or modifying any content or materials.

Module 1

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Slide 1-6

The Importance of Knowing the Lesson Plan

- ▶ Learning activities to be conducted.
- ▶ Resources necessary.
- ▶ Assemble the required resources.
- ▶ Questions to be asked.
- ▶ Practice, practice, practice.

Module 1


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Slide 1-7

The Importance of Knowing the Lesson Plan


- ▶ Even when familiar, training requires roughly 1 to 1-1/2 hours of preparation time per each hour of instruction time.
- ▶ Preparation time will vary:
 - Knowledge of material
 - Complexity of concepts
 - Experience


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The Importance of Knowing the Lesson Plan

- ▶ Other reference materials to study:
 - Participant's Manual
 - Instructor's Manual
 - Any other relevant materials




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Preparing Your Lesson


- ▶ How you say something is just as important as what you say.
- ▶ How you communicate information determines whether or not the information is received.
- ▶ How you ask a question so it is clear and concise.
- ▶ Following basic guidelines will increase effectiveness, quality and your confidence!

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Making Notes on the Lesson Plan to Assist in Teaching


- ▶ Use key words in the subject column.
- ▶ Mark the lesson plan with pencil.
- ▶ Write in your own questions or points of emphasis.
- ▶ Use a highlighter to mark points of emphasis or when visuals are to be shown.

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Review the Four-Step Teaching and Learning Process

1. Motivation get the student's ready to learn	2. Presentation present the lesson content
3. Application students apply what they have learned	4. Evaluation student's comprehension of the subject matter


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 Learning Activity

Activity #1: Preparing to Teach


Use your assigned unit lesson plan and make notes, highlight points of emphasis and note key words.

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The Purpose of the Peer Teaching Presentation


- ▶ To demonstrate your ability to teach any driver education lesson.
- ▶ To demonstrate your ability to carry out the training process for your state.
- ▶ To demonstrate your ability to use the four steps of teaching and learning.
- ▶ To demonstrate how to use lesson plans.

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The Training Assignments


- ▶ Pay close attention to the critical information, tips and techniques that should be used when delivering the lesson.
- ▶ Do your homework. Know the content included in the module prior to delivering the introduction, summary, or core content.

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Slide 1-15

The Training Assignments


- ▶ You will be given the opportunity to prepare for your lesson.
- ▶ You will be given the opportunity to work with your master instructor.

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The Training Assignments


- ▶ **[5 minute Introduction / Summary presentation]**
- ▶ **[20-30 minute lesson utilizing the four-step teaching and learning process]**

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Teaching Skills Checklist


- ▶ Organize the material.
- ▶ Visualize delivering a successful presentation.
- ▶ Rehearse by standing up and using all of your materials, if possible have someone watch and offer suggestions.
- ▶ Plan each activity.
- ▶ Plan all visuals, materials, and props.

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Teaching Skills Checklist


- ▶ Plan questions you will use to engage the participants.
- ▶ Cover information in the correct sequence:
 - Motivation
 - Presentation
 - Application
 - Evaluation

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Teaching Skills Checklist


- ▶ Stand in front of the group before starting.
- ▶ Breathe deeply just prior to beginning your presentation.
- ▶ Release tension in a positive way by directing it to the audience in the form of enthusiasm.
- ▶ Move when you speak but make sure to not distract your audience with too much movement.
- ▶ Maintain a relaxed posture and slow deliberate movements.

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Teaching Skills Checklist


- ▶ Make your hands work for you in aiding and emphasizing your message.
- ▶ Keep eye contact for 1-2 seconds per person.
- ▶ Be aware of the tone, rate, and volume of your speech.
- ▶ Use pauses as a tool to emphasize your point.
- ▶ Practice, practice, practice.

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Slide 1-21

Introduction / Summary Presentation


- ▶ Cover the introduction of the lesson as if you were going to teach the whole lesson.
- ▶ Then turn to the summary pages and slides and cover the summary as if you taught the whole lesson.
- ▶ It will take approximately 5-10 minutes to cover.
- ▶ After completion you will evaluate yourself and your peers will be given the opportunity to provide feedback.
- ▶ The instructor will provide feedback.

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Slide 1-22

Full Presentation


- ▶ Start at the beginning of the module.
- ▶ Teach for approximately 20 - 30 minutes. This includes the four-step teaching process.
- ▶ At the conclusion of your lesson, summarize and evaluate.
- ▶ You will evaluate yourself and your peers will be given the opportunity to provide feedback.
- ▶ The instructor will provide feedback.

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Slide 1-23

How You Will Be Evaluated


- ▶ You will be evaluated on how well you:
 - Follow the lesson plan.
 - Use the principles of teaching and learning.
 - Use question and answers.

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Roles Played During the Peer Teaching

- ▶ Lead Instructor - your instructor who will assist with your preparation and will observe and evaluate your teaching.
 - Will provide feedback
 - Will provide a critique of the presentation.

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Slide 1-25

Roles Played During the Peer Teaching

- ▶ **Peer Teacher** – The role you will play when you are giving your presentation.
 - In the role of a peer teacher, you should:
 - Present your assignment as professionally as possible.
 - Prepare in advance to deliver the content in order to demonstrate the knowledge, skills, and abilities that have been learned to date in this class.

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Slide 1-26

Roles Played During the Peer Teaching

- ▶ **Class Participant** – When you are not delivering a lesson, but are listening to one of your colleagues deliver his/her presentation.
 - You should:
 - Listen and be courteous.
 - Ask questions that a novice driver would ask.
 - NOT be disruptive, act silly, or ask questions that a novice learner would not ask.
 - Lead the presenter to help with their assignment.

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Slide 1-27

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Explain the purpose of the peer teaching presentation.
 - Demonstrate the instructor preparation tasks.
 - Demonstrate your ability to prepare for the training task.
 - Describe how you will be evaluated during the Peer Teaching presentation.

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Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

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Questions and Answers

- ▶ What are some the requirements of the preparation task?
- ▶ When should we prepare for the teaching assignment?
- ▶ Give me some examples from the guidelines for the: Motivation step. Presentation step. Application step. Evaluation step.

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Slide 1-30


Questions?

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Module 2

Classroom Management




Purpose of the Module

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- ▶ The purpose of this module is to learn techniques for classroom management and setup, to identify potential instructor challenges and discuss strategies for managing these issues.

Module 2

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Module Sections


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This module will cover five topics:

- ▶ Classroom setup.
- ▶ Maintaining leadership in the classroom.
- ▶ Observing and listening to students.
- ▶ Time management and time constraints.
- ▶ Class disrupters and managing student behavior.

Module 2

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Module Objectives

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- ▶ By the end of this Module, you should be able to:
 - Describe particular classroom set-ups.
 - Demonstrate how to prepare multimedia aids.
 - Explain how organization, behavior control, and communication can ensure effective classroom management.
 - Demonstrate how to observe and listen to students effectively.
 - Recognize when a discussion gets "off track" and identify how to refocus students on the task at hand.
 - Demonstrate effective responses to "challenging" students to meet their needs as well as your needs as the instructor.
 - Demonstrate appropriate strategies to keeping students on task.

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Preparing the Classroom

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- ▶ Seating arrangements
- ▶ Table space
- ▶ Climate control
- ▶ Wall charts and other permanent displays
- ▶ Small, lightweight mobile displays
- ▶ Arranging whiteboard and other portable displays
- ▶ Instructor setup
- ▶ Projector/screen/TV and video monitor set up
- ▶ Student materials and handouts

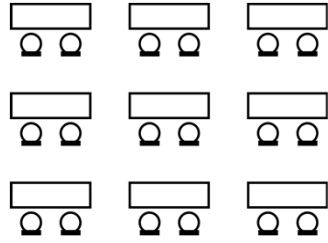
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Traditional Classroom

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Slide 2-7

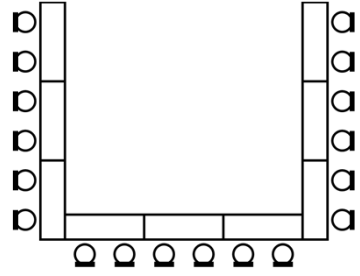
Traditional Classroom


- ▶ **Pros:**
 - Student's focus is instructor
 - Instructor able to guide instruction
 - Efficient setup
- ▶ **Cons:**
 - "Least favorable" way to facilitate learning
 - Makes students feel like they are in class
 - No space for collaboration

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Slide 2-8

U-Shaped




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Slide 2-9

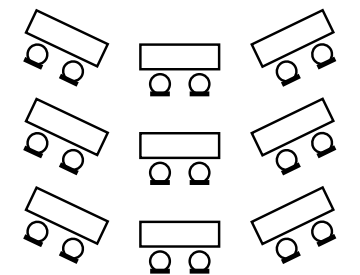
U-Shaped


- ▶ **Pros:**
 - Excellent for discussion
 - Instructor becomes incorporated with discussion
 - Allows for collaboration
 - Student's don't feel like they are in class
- ▶ **Cons:**
 - Difficult to enter and exit desks
 - Students get off task easily

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Slide 2-10

Chevron




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Slide 2-11

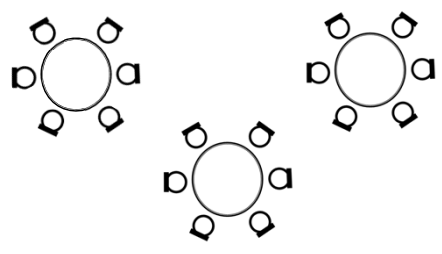
Chevron


- ▶ **Pros:**
 - Allows discussion among small groups
 - Creates a more enclosed type of feel
- ▶ **Cons:**
 - Less effective in terms of management
 - More room for distractions

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Slide 2-12

Round Tables



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Slide 2-13

Round Tables

- ▶ **Pros:**
 - Supports cooperative work
 - Can save floor space
 - Not easy to do with square or rectangle-shaped desks
- ▶ **Cons:**
 - Promotes off-task behavior
 - Distracting for many students
 - Some students backs will be turned to instructor

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The Purpose of Visual Aids

- ▶ Attention focused on points being made.
- ▶ Helps to generate interest.
- ▶ Helps to arouse curiosity.
- ▶ Helps to increase understanding.
- ▶ Aids in the retention of information.

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Slide 2-15

The Purpose of Visual Aids

- ▶ More favorable attitude toward learning.
- ▶ Makes learning more enjoyable and more interesting.
- ▶ May be used when more realistic displays are not available.
- ▶ Helps to show sequential steps in a process.

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Well Designed Visual Aids

- ▶ Meet the objectives of the module being taught.
- ▶ Support the lesson plan.
- ▶ Aid in retention.
- ▶ Are up-to-date and accurate.
- ▶ Makes learning more enjoyable and interesting.
- ▶ Can be easily produced and reproduced.

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Learning Activity

Activity #1: Graphics from Curriculum

Identify graphics from your assigned unit lesson plans and identify how they support the lesson.

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Examples of Visual Aids

- ▶ Electronic slide presentations
- ▶ DVD (or other video format)
- ▶ Displays or props
- ▶ Handouts
- ▶ Apps such as Socrative, Kahoots or Plicker on cell phones
- ▶ Other new technology

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Using Electronic Slide Presentations

- ▶ Avoid standing or walking in front of the screen.
- ▶ Always face the students.
- ▶ Avoid reading from the screen.
- ▶ Use a remote control device.
- ▶ Use a laser pointer to highlight items.
- ▶ Keep some room lights on.
- ▶ Turn the projector off when not in use or blank the screen.

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Learning Activity

Activity #2: Micro Teaching Presentation Based on a DVD or Power Point Presentation

Select a driver education DVD or PowerPoint and identify 5 key points to integrate into a 5 minute presentation.

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Mental Preparation

- ▶ Mentally prepare yourself for the teaching task.
- ▶ Practice your delivery.
- ▶ Seeing your own improvement will raise your self-confidence.
- ▶ Implement the feedback provided.

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Dealing with Anxiety

- ▶ Anxiety is normal
- ▶ Physiological changes can occur
- ▶ Combat anxiety with preparation
- ▶ Combat anxiety with organization
- ▶ Practice your lesson prior to delivery to deal with anxiety

I am a great believer in luck and I find the harder I work the more I have it.
– Thomas Jefferson

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Slide 2-23

Getting Ready the First Day

- ▶ The first day of the training:
 - Arrive early
 - Set up and test the equipment yourself
 - Arrange the room, if necessary
 - Learn where everything is
 - Distribute materials

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What to Do Before the Class Begins

- ▶ Greet the students as they arrive
- ▶ Introduce yourself

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What to Do When the Class Begins

- ▶ **Demonstrate a Positive Attitude**
 - Smile
 - Take a deep breath
 - If all else fails, act confident
 - Do not apologize
- ▶ **Get to Know Each Other**
 - Introduce yourself
 - Have students introduce themselves
 - Add an ice breaker, if appropriate

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Setting the Ground Rules

- ▶ **Start on time**
- ▶ **Let the students know that you will:**
 - Start breaks on time
 - End breaks on time
 - End class on time

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Setting the Ground Rules

- ▶ **Creature comforts (i.e. restrooms, vending machine)**
- ▶ **How to ask questions**
- ▶ **Emergency procedures**
- ▶ **Classroom courtesies**
 - Distractions
 - Phones
 - Punctuality
 - Respect for others

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Learning Activity

Activity #3: Preparing the Classroom and Visual Aids

Complete the activity in your Participant Workbook.

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Maintaining Leadership in the Classroom

- ▶ **Take up a central position in the room**
- ▶ **Be well-prepared**
- ▶ **Be brisk and firm without being harsh**
- ▶ **Frequently scan the classroom**
- ▶ **Resist distracting questions**
- ▶ **Convey clear expectations**
- ▶ **Give clear indications of the learning task**
- ▶ **Make and hold eye contact with individuals**

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Slide 2-30

How to Stay in Control

- ▶ **Cover the correct topics.**
- ▶ **Make sure conduct proper activities**
- ▶ **Maintain the schedule.**

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How to Stay in Control

- ▶ You lose control when you permit distractions or digress from the scheduled topics and activities.
- ▶ Establishing effective leadership takes practice.

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Observing and Listening to Students

- ▶ Observe continuously.
- ▶ Listen carefully.
- ▶ Adjust your teaching style.

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Challenges to Observing and Listening to Students

- ▶ Must listen carefully to students' questions and comments.
- ▶ It can be challenging to observe all students all the time.
- ▶ Must maintain eye contact with all students.

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Managing Your Time in the Classroom

- ▶ Define and focus on your objectives for each lesson.
- ▶ Recognize when you should let the students interact.
- ▶ Be flexible.
- ▶ Allow for time for questions on difficult topics/concepts.
- ▶ Estimate the time each task will take and manage your time.

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Managing Your Time in the Classroom

- ▶ Prioritize your established tasks to cover the most important concepts/subjects.
- ▶ Be aware of hidden time demands.
- ▶ Assess the success of the lesson plan after each class and adapt for the next lesson or class.

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Short of Time

- ▶ Reduce interaction.
- ▶ Go back and refocus on objectives.
- ▶ Conduct a rapid fire Q&A session.
- ▶ Note in your lesson plans where you left off.
- ▶ Cut an exercise or activity short only as a last resort.

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Learning Activity

Activity #4: Short on Time

Complete activity in your Participant Workbook.

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Types of Digressions and Disrupters

- ▶ Questions or comments unrelated to the topics.
- ▶ Individuals who attempt to dominate all discussions.
- ▶ Students who talk to one another in class.
- ▶ Students who are using an electronic device.

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Types of Digressions and Disrupters

- ▶ Strong extrovert
- ▶ Long-winded
- ▶ An authority figure
- ▶ Gotcha!

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What to Do About Class Disrupters

- ▶ DO NOT stop the flow of teaching to deal in depth with them.
- ▶ If a student is truly persistent, then deal with them one-on-one.
- ▶ Sarcasm and witty or caustic “put-downs” worsen the situation.

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What to Do About Class Disrupters

- ▶ If topics covered later:
 - indicate that the issue will be discussed fully at the right time.
- ▶ If topics not covered during class:
 - time does not permit addressing the issue in class; but offer instead to discuss it during a break.

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What to Do About Class Disrupters

- ▶ If a student not letting others respond:
 - Offer a compliment for their knowledge, but ask them to let another student respond.
 - Use “direct questions” to involve other students.
- ▶ If a student is using an electronic device ask them to turn it off and put it away.

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Dealing With Students Who Talk In Class

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- ▶ Position yourself near the student(s) to draw attention to them without interrupting the class or directly pointing them out.
- ▶ Direct a question, to the principal offender.
- ▶ As a last resort ask students to cease their conversation.
- ▶ If all else fails, approach the students individually during the next break.

Module 2

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How to Manage Student Behavior

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Communicate calm control and seriousness by:

- ▶ Eye contact
- ▶ Facial expressions
- ▶ Physical proximity to your students
- ▶ Posture
- ▶ Pre-directed questions
- ▶ Private consultation
- ▶ Give student added responsibility or task

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How to Manage Discussions

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- ▶ Recognize when a discussion is getting off track
- ▶ Offer feedback where appropriate
- ▶ Recognize and restate the main issue(s)
- ▶ Be sure NOT to criticize the discussion
- ▶ Keep the class on track
- ▶ Recognize the importance of resolving any remaining issues
- ▶ Keep time frames in mind

Module 2

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Module Summary

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- ▶ With the conclusion of this Module, you should be able to:
 - Describe particular classroom set-ups.
 - Demonstrate how to prepare multimedia aids.
 - Explain how organization, behavior control, and communication can ensure effective classroom management.
 - Demonstrate how to observe and listen to students effectively.

Module 2

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Module Summary

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- Recognize when a discussion gets “off track” and identify how to refocus students on the task at hand.
- Demonstrate effective responses to “challenging” students to meet their needs as well as your needs as the instructor.
- Demonstrate appropriate strategies to keeping students on task.

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Learning Activity

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Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

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Questions and Answers


- ▶ Give some examples of preparing the classroom.
- ▶ Why should we preview audio-visuals?
- ▶ How can you maintain leadership in the classroom?
- ▶ How can you manage your time in the classroom?
- ▶ How can you manage class disrupters?

Module 2 

Slide 2-50


Questions?



Module 2 

Module 3

Student Assessment and Evaluation




Slide 3-2

Purpose of the Module

- ▶ The purpose of this module is to identify how to assess the student in the classroom, determine if a student is ready to move on and learn ongoing (formative) and end of unit or course (summative) assessment strategies.

Module 3

PW page 3-2



Slide 3-3


Module Sections

This module will cover two topics:

- ▶ Preparing for student assessment and evaluation
- ▶ How to assess the student in the classroom

Module 3

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Slide 3-4

Module Objectives

- ▶ By the end of this Module, you should be able to:
 - Describe how to assess the student in the classroom.
 - Identify how to determine if a student is ready to move on.
 - Utilize ongoing (formative) and end of unit or course (summative) assessment strategies.

Module 3

PW page 3-2




Slide 3-5

Developing and Implementing a Plan for the Assessment of Student Progress

- ▶ The instructor should:
 - Utilize appropriate standards for student achievement.
 - Devise means of determining student values.
 - Provide for the student's self-assessment of progress.
 - Differentiate between students ready for BTW and those who are not.

Module 3

PW page 3-3



Slide 3-6


Learning Activity

Activity #1: Assess Student's Knowledge

Utilizing the state's driver education curriculum, take and grade the test for your assigned section.

Module 3

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Slide 3-7

Developing Evaluation Tools to Measure Achievements and Performance

- ▶ The instructor should:
 - Formulate a plan of grading.
 - Utilize evaluation instruments.



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Slide 3-8

Learning Activity

Activity #2: Good Test Questions

Find the best T/F question and the best Multiple choice question from your assigned section and explain why it is a good question.

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Slide 3-9

Identifying Student Shortcomings

- ▶ The instructor should:
 - Use results of student performance.
 - Develop means of assessing individual contributions from small group work.
 - Reassign students into cooperative learning groups.
 - Monitor student progress.
 - Develop an effective means of communicating.

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Slide 3-10

How to Determine if a Student is Ready to Move On

- ▶ Use a variety of data.
- ▶ Use daily informal formative assessment strategies to monitor student progress.

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Slide 3-11

Learning Activity

Activity #3: Grading Tests and Assessing Students

Practice grading a short quiz and make an assessment of what topics had misinformation. Describe actions for helping the students understand the issues/problems.

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Slide 3-12

Learning Activity

Activity #4: Determining if a Student is Ready to Move On


Determine, based on the short quiz assessed in Activity #3, if the students are ready to move onto the next lesson.

Module 3 PW page 3-7 ANSTSE

Slide 3-13

Ongoing (Formative) Assessments


- ▶ Monitor student learning to improve teaching and improve learning.
- ▶ Identify strengths and weaknesses of the student.
- ▶ Utilized to gather feedback to guide improvements.
- ▶ Low- stake assessments for students and instructors.
- ▶ Provide immediate feedback.
- ▶ Considered part of the learning, not graded.
- ▶ Serve as practice for students.
- ▶ Check for understanding along the way.

Module 3 PW page 3-8 

Slide 3-14

Procedures of Ongoing (Formative) Assessments


- ▶ **Feedback**
- ▶ **Self-assessment**
- ▶ **Observation**
- ▶ **Portfolios**

Module 3 PW page 3-9 

Slide 3-15

End of Unit or Course (Summative) Assessments


- ▶ Evaluate student learning at the end of an instructional unit or course by comparing it against some standard or benchmark.
- ▶ Often high stakes with a high point value.
- ▶ Cumulative evaluations to determine whether long term learning goals have been met.
- ▶ Include a clear alignment between assessment, curriculum, and instruction.

Module 3 PW page 3-10 

Slide 3-16

Procedures of End of Unit or Course (Summative) Assessments

- ▶ **End of unit tests or projects**
- ▶ **Course grades**
- ▶ **Portfolios**


Module 3 PW page 3-10 

Slide 3-17

Learning Activity

Activity #5: Driver Education Topics Portfolio


Develop a portfolio related to driver education topics that are part of a driver education curriculum within the state you will be teaching.

Module 3 PW page 3-11 

Slide 3-18

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe how to assess the student in the classroom.
 - Identify how to determine if a student is ready to move on.
 - Utilize ongoing (formative) and end of unit or course (summative) assessment strategies.

Module 3 PW page 3-12 

Slide 3-19

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 3 PW page 3-13 ANSTSE

Slide 3-20

Questions and Answers

- ▶ What can you do to prepare for student assessment and evaluation?
- ▶ What strategies can you use to assess the student in the classroom?
- ▶ What is the difference between formative and summative evaluation?

Module 3 ANSTSE

Slide 3-21


Questions?

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Module 3 ANSTSE

Module 4

Coordination Between Classroom and Behind-the-Wheel Instruction




Slide 4-2

Purpose of the Module

- ▶ To identify how to integrate classroom and behind-the-wheel instruction through communication and coordination.

Module 4

PW page 4-2



Slide 4-3


Module Sections

This module will cover two topics:

- ▶ Coordinating and communicating with the behind-the-wheel instructor.
- ▶ Transitioning and relating behind-the-wheel instruction to classroom content.

Module 4

PW page 4-2




Slide 4-4

Module Objectives

- ▶ By the end of this Module, you should be able to:
 - Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
 - Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon an approved teen driver education curriculum.
 - Describe the educational benefit of a concurrent and integrated driver education program.

Module 4

PW page 4-2




Slide 4-5

Module Objectives

- Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
- Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

Module 4

PW page 4-2




Slide 4-6

Coordinating Lessons with BTW Instructor

- ▶ The classroom instructor should coordinate BTW lessons with the BTW instructors.
- ▶ Classroom, BTW, observation time and laboratory instruction should be concurrent, no break between phases and integrated.

Module 4

PW page 4-4



Slide 4-7

Methods of Communicating with the BTW Instructors

- ▶ Planned meetings
- ▶ Student driving records
- ▶ Classroom instructor participate in BTW observations
- ▶ BTW instructor participate in classroom observations

ANSTSE

Slide 4-8

Learning Activity

Activity #1: Create a Wall Chart

Two teams will be divided into BTW or classroom and will have to list concepts or objectives taught under either portion of driver education.

ANSTSE

Slide 4-9

Learning Activity

Activity #2: Discussion on Tools to Connect instructors of Different Phases


Discuss what are the tools instructors need to connect with each other for the different phases of the course and how to use them to communicate with other instructors, parents, and teens.

ANSTSE

Slide 4-10

Transitioning and Relating BTW Lesson to Classroom Content

- ▶ Classroom Instructors and BTW Instructors will create, maintain, and use a list of questions specific to each BTW lesson.
- ▶ Similar questions will be used in class discussions, BTW lessons, and observer activities.



ANSTSE

Slide 4-11

Question

Why is it important to connect the classroom with the in-vehicle lesson and develop a concurrent and integrated program?

ANSTSE

Slide 4-12

Transitioning and Relating BTW Lesson to Classroom Content

- ▶ Questions will pertain to:
 - classroom content
 - key words
 - text book content
 - videos
 - state driving manual

ANSTSE

Slide 4-13

Learning Activity

Activity #3: Common Vocabulary

Participate in a class discussion regarding the need for a common vocabulary. Share a concept from the classroom that needs to be shared during the in-vehicle lesson.

Module 4 PW page 4-7 ANSTSE

Slide 4-14

Learning Activity

Activity #4 Curriculum Flow Chart

Review a curriculum flow chart and identify the flow of concepts through the driver education program.

Module 4 PW page 4-7 ANSTSE

Slide 4-15

Example of Flow Chart

Module 4 ANSTSE

Slide 4-16

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
 - Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon an approved teen driver education curriculum.
 - Describe the educational benefit of a concurrent and integrated driver education program.

Module 4 PW page 4-8 ANSTSE

Slide 4-17

Module Summary

- Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
- Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

Module 4 PW page 4-8 ANSTSE

Slide 4-18

Learning Activity

Module Review Activity: Key Words Matchup


Complete the Activity in the Participant Workbook.

Module 4 PW page 4-9 ANSTSE

Slide 4-19


Questions and Answers


- ▶ **What methods can you use to communicate with the behind-the-wheel instructor?**
- ▶ **How can you transition and relate to behind-the-wheel instruction in the classroom setting?**

Module 4 

Slide 4-20

Questions?



Module 4 

Module A

Online Driver Education and Virtual Classroom

ANSTSE

Slide A-2

Purpose of the Module

- ▶ To discuss special topic areas including online driver education and virtual classroom.
- ▶ For more specific information on how to teach utilizing these topics, you will need to seek further training.

Module A PW page A-2 ANSTSE

Slide A-3

Module Sections

This module will cover two topics:

- ▶ Online driver education
- ▶ Virtual classroom

Module A PW page A-2 ANSTSE

Slide A-4

Module Objectives

- ▶ By the end of this Module, you should be able to:
 - Describe the instructor's role in online driver education.
 - Explain how to prepare, design and teach an online driver education course.
 - Describe how to utilize a virtual classroom for a driver education course.
 - List the benefits of a virtual driver education classroom.

Module A PW page A-2 ANSTSE

Slide A-5

Online Driver Education

- ▶ A course where the entire or part of the classroom/theory portion is delivered via the Internet.

Module A PW page A-3 ANSTSE

Slide A-6

The Instructor's Role in Online Driver Education

- ▶ Is different from that of a classroom instructor.
- ▶ Just as vital toward achieving learning goals.
- ▶ Model the behavior of a learner.
- ▶ The greatest stumbling block is to teach as they had been taught.

Module A PW page A-3 ANSTSE

Slide A-7

Learning Activity

Activity #1: Enroll in an Online Course

Module A

PW page A-3

ANSTSE

Slide A-8

Learning Activity

Activity #2: Concept Application

With an online traffic scene order the sequence of events that could lead them to take evasive action.

Module A

PW page A-3

ANSTSE

Slide A-9

How to Prepare for Your Online Course

- ▶ Prepare to teach online.
- ▶ Build a course outline.
- ▶ Create a course schedule with clear deadlines.
- ▶ Plan for ongoing quality assurance.
- ▶ Ensure support from your administration.
- ▶ Provide technical support.

Module A

PW page A-3

ANSTSE

Slide A-10

How to Design Your Online Course

- ▶ Format your course so that students can focus on the content.
- ▶ Design a learning community that is collaborative, engaging and inclusive.
- ▶ Find and use appropriate course materials and resources.
- ▶ Develop rich, relevant learning activities to support your learning objectives.

Module A

PW page A-4

ANSTSE

Slide A-11

How to Design Your Online Course

- ▶ Include a balanced mixture of individual and group learning activities.
- ▶ Recognize that pacing in an online course is different.
- ▶ Provide equal accessibility to all students.

Module A

PW page A-4

ANSTSE

Slide A-12

Learning Activity

Activity #3: Concept Application with Instruction and Assessment

View a short video online clip and observe and analyze potential risks and make recommendations on how to manage the risks.

Module A

PW page A-4

ANSTSE

Slide A-13

Learning Activity

Activity #4: Group Processing

View an online video on drinking and driving and with a small group of students via discussion board on the Web interact and determine what actions are helpful and will make decisions about the appropriate action to minimize someone from drinking and driving.

Module A PW page A-4 ANSTSE

Slide A-14

How to Teach Your Online Course

- ▶ Provide a comprehensive set of informational materials.
- ▶ Facilitate discussions in a way that keeps students on-task, promotes full participation, and encourages peer collaboration.
- ▶ Engage with your students without over-engaging.
- ▶ Assess student work and provide feedback.

Module A PW page A-4 ANSTSE

Slide A-15

Virtual Classroom

- ▶ An online learning environment.
- ▶ Either web-based and accessed through a portal or software-based and require a downloadable executable file.

Module A PW page A-5 ANSTSE

Slide A-16

Utilizing a Virtual Classroom

- ▶ Participates in synchronous instruction.
- ▶ Many schools and businesses have rolled out virtual classrooms.
- ▶ Often employ multiple synchronous technologies.

Module A PW page A-5 ANSTSE

Slide A-17

Utilizing a Virtual Classroom

- ▶ Provide students with asynchronous communication tools.
- ▶ Very different from static, unsupervised activities.
- ▶ Immediate feedback and access to instructors.
- ▶ More closely resembles a real classroom experience.
- ▶ More interactive.

Module A PW page A-5 ANSTSE

Slide A-18

Learning Activity

Activity #5: Experience Participating in a Virtual Classroom

Gain experience using a virtual classroom using different formats, such as live class discussions, online chat and live lectures to teach a driver education topic.

Module A PW page A-6 ANSTSE

Slide A-19

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the instructor's role in online driver education.
 - Explain how to prepare, design and teach an online driver education course.
 - Describe how to utilize a virtual classroom for a driver education course.
 - List the benefits of a virtual driver education classroom.

Module A PW page A-7 ANSTSE

Slide A-20

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module A PW page A-8 ANSTSE

Slide A-21

Questions and Answers

- ▶ What is the role of the instructor in online driver education?
- ▶ What is a virtual classroom?

Module A ANSTSE

Slide A-22


Questions?

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Module A ANSTSE

Module B

Addressing Special Needs




Slide B-2

Purpose of the Module

- ▶ To discuss how to recognize and address special learning and physical needs in the driver education classroom.
- ▶ For more specific information on these topics, you will need to seek further training.

Module B

PW page B-2



Slide B-3


Module Sections

This module will cover two topics:

- ▶ How to recognize and address special learning needs.
- ▶ How to recognize and address special physical needs.

Module B

PW page B-2




Slide B-4

Module Objectives

- ▶ By the end of this Module, you will be able to:
 - Recognize and address special learning needs in the driver education classroom.
 - Recognize and address special physical needs in the driver education classroom.

Module B

PW page B-2




Slide B-5

Special Learning Needs

- ▶ Any various cognitive, neurological, or psychological disorders that impede the ability to learn.
- ▶ Especially one that interferes with the ability to learn mathematics or develop language skills.

Module B

PW page B-4




Slide B-6

Special Learning Needs

- ▶ Types include:
 - Auditory processing disorder
 - Language processing disorder
 - Genetic disorders or general learning disorders
 - Dyslexia / Dysgraphia
 - Non-verbal learning disorders
 - Attention deficit hyperactivity disorder (ADD/ADHD)
 - Autism

Module B


PW page B-4



Slide B-7

How to Recognize Learning Needs


- ▶ Difficulty with reading comprehension or math skills
- ▶ Trouble with open-ended test questions and word problems
- ▶ Dislikes reading and writing; avoids reading aloud
- ▶ Spells the same word differently in a single document
- ▶ Poor organizational skills (desk is messy and disorganized)
- ▶ Trouble following classroom discussions and expressing thoughts aloud
- ▶ Poor handwriting

Module B PW page B-4 

Slide B-8

Addressing Learning Needs in the Classroom


- ▶ Speak slowly and carefully
- ▶ Show rather than explain
- ▶ Present instructions orally
- ▶ Allow frequent breaks
- ▶ Extend allotted time for a test

Module B PW page B-5 

Slide B-9

Addressing Learning Needs in the Classroom


- ▶ Reduce the impact that writing has on the class.
- ▶ Change the assignments or expectations to meet the student's individual needs.
- ▶ Allow more time for tasks.
- ▶ Make instructions clear and specific.
- ▶ Be patient and consistent.

Module B PW page B-5 

Slide B-10

Types of Physical Needs


- ▶ Musculoskeletal disabilities, such as partial or total paralysis
- ▶ Amputation or severe injury
- ▶ Arthritis
- ▶ Active sickle cell disease
- ▶ Muscular dystrophy
- ▶ Multiple sclerosis
- ▶ Cerebral palsy

Module B PW page B-6 

Slide B-11

Types of Physical Needs


- ▶ Health impairments (e.g., cancer, HIV/AIDS, cystic fibrosis, respiratory and cardiac diseases) may be debilitating and, consequently, affect mobility.
- ▶ May impair the strength, speed, endurance, coordination, and dexterity necessary for proper hand function.

Module B PW page B-6 

Slide B-12

Types of Physical Needs

- ▶ Conditions such as cerebral palsy often involve sensory and speech dysfunction.
- ▶ Students may have difficulty getting to or from class, performing in class, or managing out-of-class tests and assignments.

Module B PW page B-6 

Slide B-13

How to Address Physical Needs in the Classroom

- ▶ Create a learning space that can accommodate wheelchairs and other assistive devices.
- ▶ Treat them the same as other students.
- ▶ Ask the student if they would like help before giving it.
- ▶ Kneel down to their level so more face to face.
- ▶ Don't pat a student in a wheelchair on the head or lean or hang off of a wheelchair.

Module B PW page B-7 ANSTSE

Slide B-14

How to Address Physical Needs in the Classroom

- ▶ Have another student take notes for the student with the disability.
- ▶ Adjust or modify specific assignments.
- ▶ Make sure that everything is relevant.
- ▶ Be sure to track progress carefully.
- ▶ When the student has reached the goal, be sure to use the skill regularly.

Module B PW page B-7 ANSTSE

Slide B-15

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Recognize and address special learning needs in the driver education classroom.
 - Recognize and address special physical needs in the driver education classroom.

Module B PW page B-8 ANSTSE

Slide B-16

Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module B PW page B-9 ANSTSE

Slide B-17

Questions and Answers

- ▶ How can you address special learning and physical needs in the classroom?

Module B ANSTSE

Slide B-18

Questions?

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Module B ANSTSE