

**SECTION 2.4 INSTRUCTOR RATINGS**

Exam 1 Exam 2 Exam 3 Exam 4 Exam 5

**Unit 2.4.1 FIRC: Instructor rating – common**

<b>1. Reserved</b>					
<b>2. Flight rules</b>					
<b>2.1 Legislation</b>					
2.1.1 Describe the privileges and limitations of the instructor rating and associated training endorsements.	1	8			
2.1.2 Describe the flight training that must be conducted under the authority of Part 141 or 142 of CASR 1998.	3				
<b>3. Principles and methods of instruction</b>					
<b>3.1 Principles of learning</b>					
3.1.1 Describe the adult learning process.	1	7	1	1	
3.1.2 Explain what is meant by perception.	3	6	2		1
3.1.3 Explain the relative importance of each of the physical senses in learning.		1	2		
3.1.4 Explain how the defence mechanisms listed may hinder learning: (a) rationalisation; (b) flight; (c) aggression; (d) resignation.		5	2	1	
3.1.5 Explain how the level of stress may affect learning.	2			1	
3.1.6 Explain the relation between perception and understanding.	4	5	1		
3.1.7 State how positive and negative motivation affects learning.	5	1		1	2
3.1.8 Explain the application of the levels of learning.	1	3	1	3	2
3.1.9 Explain how the rate of learning may vary with practice.	5	2	5	3	3
3.1.10 Explain the role of each of the memory systems in terms of the model of information processing: (a) sensory register; (b) short-term memory; (c) long-term memory.	4	5	2	1	5
<b>3.2 Principles of instruction</b>					
3.2.1 Explain how a flight instructor could assist the process of perception and understanding.	5	7	3	1	2
3.2.2 State examples of how rote learning, understanding of knowledge and correlation apply to flight training.	5		1	1	
3.2.3 Identify the outcomes of aeronautical knowledge instruction associated with the 3 domains of learning: (a) cognitive (knowledge); (b) affective (attitudes, beliefs and values); (c) psychomotor (physical skills).	7	2	2	3	5
3.2.4 State the factors that may hinder learning with respect to aeronautical knowledge training.	1		1	2	1
3.2.5 Explain the advantages and disadvantages of guided discussion in flight training and identify flight training activities for which this technique could be suitable.			4	2	
3.2.6 Give examples of positive and negative transfer in aeronautical knowledge training.	1		2		
3.2.7 Explain the role of each factor listed in the communication process: (a) source; (b) symbols; (c) receiver.			4	1	
3.2.8 Recall how these common barriers affect communication: (a) lack of common experience; (b) confusion; (c) abstractions.			2	3	
3.2.9 Explain how an instructor may monitor, whether communication has been achieved.			1	1	
3.2.10 Identify adult learning issues applicable to aeronautical knowledge training.	1		1		
3.2.11 Explain each of the basic steps of the teaching process: (a) preparation; (b) presentation; (c) application; (d) review and evaluation.				1	1
3.2.12 State the purpose of behavioural (performance-based) outcomes in flight training.		1		1	
3.2.13 Explain the following attributes of effective outcomes: (a) achievable; (b) observable; (c) measurable.			1	1	
3.2.14 Explain how to develop the 3 essential elements of behavioural outcomes: (a) performance (what has to be done); (b) performance criteria; (c) conditions.				1	
3.2.15 Explain the advantages and disadvantages of the teaching methods listed and give practical examples of situations best suited to each of these techniques in flight training: (a) lecture; (b) theory or skill lesson;		1	6	7	1

	(c) group learning;				
	(d) guided discussion;				
	(e) briefing.				
3.2.16	Explain the role of the instructor in each of the 5 steps involved in providing skill practice to trainees:	6		3	1
	(a) explanation;				
	(b) demonstration;				
	(c) performance;				
	(d) supervision;				
	(e) evaluation.				
3.2.17	Explain the difference between a training syllabus and competency-based standards.	2		2	1
<b>3.3</b>	<b>Lesson planning and delivery</b>				
3.3.1	Explain the general purpose and content of each of the components of a typical aeronautical knowledge lesson plan:	4		2	3
	(a) aim/motivation/revision;				
	(b) outcomes;				
	(c) explanation of principles;				
	(d) explanation/demonstration of technique;				
	(e) threat and error management;				
	(f) practice;				
	(g) review.				
3.3.2	State the reasons for limiting the duration of lessons and indicate the desirable duration of a typical lesson.				1
3.3.3	Explain the purpose and content of a training syllabus (or curriculum).				1
3.3.4	Explain the purpose and use of training aids.			2	3
3.3.5	Give examples of training aids particularly suited to aeronautical knowledge training.			2	4
3.3.6	Explain the role of the instructor in each of the following phases of review and evaluation:	1	4		2
	(a) fault analysis (diagnosis);				
	(b) competency assessment;				
	(c) trainee self-assessment;				
	(d) training effectiveness.				
<b>3.4</b>	<b>Principles of questioning</b>				
3.4.1	Explain the reasons for questioning trainees.			1	2
3.4.2	Explain the characteristics of an effective or open question.	1	2	1	3
3.4.3	Give examples of good and poor questions.		3	2	2
3.4.4	Explain how oral questions can promote mental activity.			1	3
3.4.5	Explain why oral questions maintain student interest during a lesson.				3
3.4.6	Explain why is it essential that the instructor always confirm answers to questions.				1
3.4.7	Explain the purposes of oral questions.				1
3.4.8	Describe the desired qualities of good oral questions.			2	
3.4.9	Describe the procedure to follow when asking a question.				1
3.4.10	Explain the key points to observe in the handling of student answers.				1
3.4.11	Explain the key points to observe in the handling of student questions.	1			1