



NATIONAL ASSOCIATION OF FLIGHT INSTRUCTORS

MENTOR

LIVE



Telling is Not Teaching

Where the New school
Is
Old School

FAA – H – 8083 – 9A

Three parts, Nine sessions

- Educational Psychology
 - 1 Human behavior
 - 2 Learning process
 - 3 Communication
- Curriculum
 - 4 Teaching process
 - 5 Assessment
 - 6 Planning instructional activity
- Professionalism
 - 7 Responsibilities
 - 8 Techniques
 - 9 Risk



Session One

Human Behavior

The rest of the story



The Gift

- Who cares?
- Caring means a relationship, not caring is telling
- The cost of re-training, teaching takes time!
- Lets use technology and save time and money
- New school is old school
- The gift is caring



Constant improvement

- How do we improve ourselves? First it is that attitude of seeking improvement.
- Second, better at what? Let's examine instruction
- Instruction vs Education

The society which scorns excellence in plumbing because it is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy: neither its pipes nor its theories will hold water.



What is instruction?

- Instruction and Education go hand in hand
- Teaching is not telling
- Teaching includes:
 - ... list...
- Teaching is all these things and this is what makes it so “messy”



What is learning?

- Theories of what learning is are very necessary to continue to push along our understanding of learning and teaching
- Use the definition of change in behavior, change in three domains
- We are motivated to act / behave in certain ways



Teacher-Learner relationship

- If learning is a change in behavior
AND
- We are motivated to act / behave in certain ways
THEN
- The behavior and the motivation for it - are processed through a relationship
- Think about this as applied to yourself.....



Motivation

- Motivation is KEY
- Because of this our influence on motivation is key and so the relationship is crucial
- We do things because we: Need to, Want to, Seek to
- Unlike most situation where we try TO motivate... as CFIs.....



Don't kill it

- Our main goal is to NOT kill it !
- How do I “Not kill it?” Can we talk?
- Honesty
- Professional friendship
- “The Desk”
- Watch your student and observe
- Shift the focus from the syllabus and logbook to the safety and competence of the pilot



Recognize the problem

- Earlier the better
- Earlier with a relationship because you know WHO they are
- Signs: secure in self, self identity, affiliation, purpose
- For the student who takes longer:
 1. Recognize it early and separate the person from the problem
 2. Emphasize that TOGETHER you will get to the goal
 3. Clarify that safety and competence come first
 4. Keep the end clearly in mind



End in mind

- ACS / PTS
- Strive for these goals from the start then they seem obvious later
- Create a sense of belonging to a group who hold high standards
- One way into that group... performance
- Keep the brain safe, it must remain in a state of relaxed alertness for learning transfer to occur



Completion activities

- *Reflect on your own personal approach to teaching.*
- *Ask yourself how much or how little a teaching –learning relationship is involved in your approach to teaching.*



Competencies

- *Competency 1: Write your own teaching philosophy.*
- *Competency 2: Recognize what motivates and demotivates your flight student and use that knowledge to build a teaching-learning relationship.*



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