



NATIONAL ASSOCIATION OF FLIGHT INSTRUCTORS

MENTOR

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Turning Fledglings into Fliers

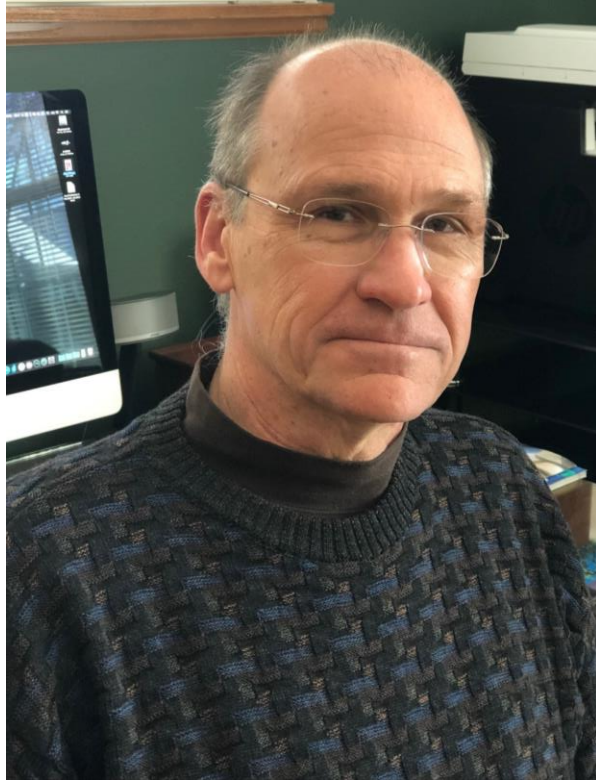
Using the Collaborative Critique

Paul J. Preidecker
FlightDeck Insights

Susan Parson
FAA Safety Briefing Magazine

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Tonight's Hosts



Paul J. Preidecker



Susan K. Parson

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Recap: The Challenges

Managing risk (and staying alive) while giving flight instruction



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Transferring knowledge, skills, & critical thinking ability for independence



Determining when the fledgling is ready to leave the nest.



Focus Tonight: Challenges 2 and 3

Using the “collaborative critique” debriefing technique to meet these challenges and turn fledglings into safe and competent fliers.

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Challenges:

Transferring knowledge, skills, and critical thinking ability
Determining when the fledgling is ready to leave the nest.

- Traditional “Grading”

- Instructor talks
- Trainee listens

- Collaborative Critique

- Trainee talks first
- Instructor listens, corrects as needed



Replay – Reconstruct – Reflect – Redirect – Review

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Why It Works

- Collaborative Critique
 - Trainee talks first
 - Instructor listens, corrects as needed



Replay – Reconstruct – Reflect – Redirect – Review

Transferring knowledge, skills, and critical thinking ability

Trainee develops skills and habits for self awareness, self assessment, and judgment

Determining when the fledgling is ready to leave the nest.

Instructor gains insights into trainee's judgment / skills in risk management and aeronautical decision-making

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Tonight's Scenario



Paul is an airline pilot who has not flown GA in quite some time. He wants to regain currency and proficiency in a single-engine GA aircraft with glass cockpit avionics. Susan is his checkout instructor.



After a preflight briefing, with review of aircraft limitations, w/b, and performance, Paul and Susan make a 90-minute flight in the local area.

The flight includes airwork (e.g., slow flight, stalls, steep turns, simulated emergencies), some instrument approach practices, and takeoffs and landings at several nearby airports.

Next comes the postflight debriefing ...

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Replay

Replay – *Reconstruct* – *Reflect* – *Redirect* – *Review*

- Ask trainee to “replay” the entire flight.
- Focus as needed on specific phases of flight.
- Ask questions – LISTEN to answers.



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Reconstruct

Replay – Reconstruct – Reflect – Redirect – Review

- Direct trainee’s focus to “would’a, could’a, should’a” actions that could have resulted in a better outcome in areas identified for improvement.
- ALSO probe for actions that produced the desired outcome – why did it go right?



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Reflect

Replay – Reconstruct – Reflect – Redirect – Review

- What was the most important thing you learned today? What part of the lesson was easiest/hardest? Why? Did anything make you uncomfortable? How and why?
- How would you assess your performance and your decisions?

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Redirect

Replay – Reconstruct – Reflect – Redirect – Review

- How does this experience relate to conditions that you have experienced in previous lessons?
- Which elements might be unique to this flight, and why? Which aspects of this experience might apply to future flights, and how?



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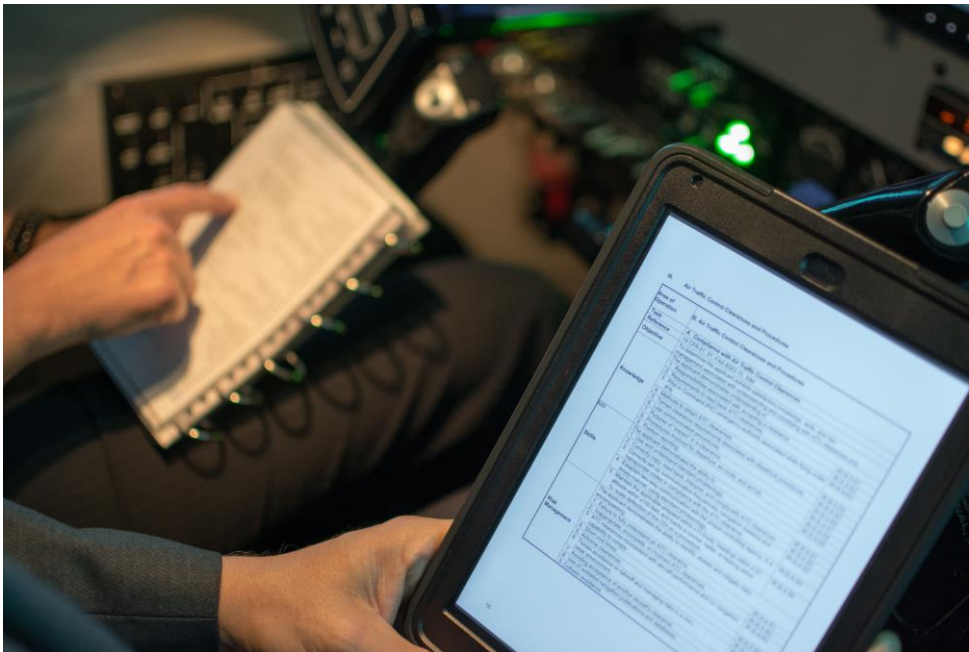
Determining when the fledgling is ready to leave the nest.

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Review

Replay – Reconstruct – Reflect – Redirect – Review

- Have the trainee review and self-assess his or her performance with reference to the ACS or PTS, which provides an objective standard to measure and discuss progress.



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Replay – Reconstruct – Reflect – Redirect – Review

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Contact Info



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