NOTE: Text that should be deleted from the outline is displayed with a line through the text. New text is shown with a blue background.

The FAA recently added several new questions to the FOI test database. Many of these questions represent new topics that have never been tested before. The following update includes a great deal of new outline material as well as new questions, answers, and answer explanations that will help you increase your instructional knowledge and score high marks on the FAA Fundamentals of Instructing Knowledge Test.

If you see any additional content on your knowledge test not represented in this update, please share that information with Gleim so that we can continue to provide the most complete knowledge test preparation experience possible. You can contact our aviation team at aviation@gleim.com. Thank you in advance for your help!

Study Unit 1 – The Learning Process

Page 23, Subunit 1.9: The following new outline content is added based on new FAA questions concerning learning plateaus, the stages of skill acquisition, and the types of practice.

1.9 LEARNING SKILLS AND THE LEARNING CURVE

1. The best way to prepare a student to perform a task is to provide a clear, step-by-step example. Students need a clear picture of what they are to do and how they are to do it.

2. Learning typically follows a pattern which, if shown on a graph, would be called the learning curve. The first part of the curve indicates rapid early improvement. Then the curve levels off. This normal leveling-off of an individual’s learning rate is called a learning plateau.

   a. Learning plateaus are a normal part of the learning process and tend to be temporary, but instructors and students should be prepared for them.

   b. A learning plateau may signify any number of conditions. For example, the student may

      1) Have reached capability limits.
      2) Be consolidating levels of skill.
      3) Have lost interest.
      4) Need a more efficient method for increasing progress.
c. Instructors themselves can bring on a learning plateau by overpractice.
   1) After repeating any task three or four times, give it a break to avoid causing a learning plateau.

d. The instructor should prepare the student for the likelihood of learning plateaus during training to avert discouragement.

e. Instructors can help students who fall into a learning plateau by moving them to a different place in the curriculum and giving the plateaued task a break.

3. The development of any skill acquisition has three characteristic stages: cognitive, associative, and automaticity. An instructor must learn to recognize each stage in student performance in order to assess student progress.

a. The **cognitive stage** of learning has a basis in factual knowledge. Since the student has no prior knowledge of flying, the instructor first introduces him/her to a basic skill.
   1) The student memorizes the steps required to perform the skill.
   2) As the student carries out these memorized steps, (s)he is often unaware of progress or may fixate on one aspect of performance.
   3) Performing the skill at this stage typically requires all the student’s attention; distractions introduced by an instructor often cause performance to deteriorate or stop.

b. The **associative stage** of learning involves the storage of a skill via practice.
   1) As practice continues, the student learns to associate individual steps in performance with likely outcomes.
   2) The student no longer performs a series of memorized steps but is able to assess his/her progress along the way and make adjustments in performance.
   3) Performing the skill still requires deliberate attention, but the student is better able to deal with distractions.

c. The **automatic response stage** of learning produces automaticity, which is one of the by-products of continued practice.
   1) As procedures become automatic, less attention is required to carry them out, so it is possible to do other things simultaneously, or at least do other things more comfortably.
   2) By this stage, student performance of the skill is rapid and smooth. The student devotes much less deliberate attention to performance and may be able to carry on a conversation or perform other tasks while performing the skill.
   3) The student makes far fewer adjustments during his/her performance, and these adjustments tend to be small.
   4) The student may no longer be able to remember the individual steps in the procedure or explain how to perform the skill.
4. There are three types of practice, each of which yields particular results in acquiring skills.
   a. During **deliberate practice**, the student practices specific areas for improvement and receives specific feedback after practice.
      1) Studies of skill learning suggest a student achieves better results if distractions are avoided during deliberate practice.
      2) When feedback is needed to correct student performance, it should be brief and explicit.
   b. **Blocked practice** is practicing the same drill until the movement becomes automatic.
      1) Doing the same task over and over leads to better short-term performance but poorer long-term learning.
      2) It tends to fool not only the student but the instructor into thinking the skills have been well learned.
   c. **Random practice** mixes up the skills to be acquired throughout the practice session.
      1) This type of practice leads to better retention because, by performing a series of separate skills in a random order, the student starts to recognize the similarities and differences of each skill, which makes the practice more meaningful.
      2) The learner also is able to store the skill more effectively in the long-term memory.

Page 32, Subunit 1.8: The following new questions are added concerning the domains of learning. These questions represent practical applications of the definitions of each learning domain. The existing outline material already supports this information; thus, no outline changes are necessary.

43. An example of a skill involving the cognitive domain would be
   A. Understanding how the flight controls should be positioned during a turn.
   B. A positive reception for learning new skills.
   C. Performing a short-field approach and landing to Practical Test Standards.

   **Answer (A) is correct. (AIH Chap 2)**
   **DISCUSSION:** The cognitive domain includes remembering specific facts (content knowledge) and concepts that help develop intellectual abilities and skills, such as understanding how and why the flight controls should be positioned in a certain way.

   **Answer (B) is incorrect. This answer choice best describes the affective domain. The affective domain addresses a learner’s emotions toward the learning experience. It includes feelings, values, enthusiasms, motivations, and attitudes.**

   **Answer (C) is incorrect. This answer choice best describes the psychomotor domain. The psychomotor domain is skill-based and includes physical movement, coordination, and use of the motor-skill areas.**

44. An example of a skill involving the psychomotor domain would be
   A. Responsiveness to an instructor’s demonstration of steep turns.
   B. Applying back pressure to maintain altitude during a steep turn.
   C. Correlating pitch control inputs during a medium-bank with those of a steep turn.

   **Answer (B) is correct. (AIH Chap 2)**
   **DISCUSSION:** The psychomotor domain is skill-based and includes physical movement, coordination, and use of the motor-skill areas, such as physically manipulating the flight controls during a steep turn.

   **Answer (A) is incorrect. This answer choice best describes the affective domain. The affective domain addresses a learner’s emotions toward the learning experience. It includes feelings, values, enthusiasms, motivations, and attitudes.**

   **Answer (C) is incorrect. This answer choice best describes the cognitive domain. The cognitive domain includes remembering specific facts (content knowledge) and concepts that help develop intellectual abilities and skills.**
45. An example of a skill involving the affective domain would be

A. Responding to an instructor’s question.
B. Recalling the information needed to answer an instructor’s question.
C. Practicing the conditions of an instructor’s question to determine an answer.

Answer (A) is correct. (AIH Chap 2)

DISCUSSION: The affective domain addresses a learner’s emotions toward the learning experience. It includes feelings, values, enthusiasms, motivations, and attitudes, including responsiveness to instructor inquiries.

Answer (B) is incorrect. This answer choice best describes the cognitive domain. The cognitive domain includes remembering specific facts (content knowledge) and concepts that help develop intellectual abilities and skills. Answer (C) is incorrect. This answer choice best describes the psychomotor domain. The psychomotor domain is skill-based and includes physical movement, coordination, and use of the motor-skill areas.

Page 32, Subunit 1.9: The following new questions are added concerning learning plateaus, the stages of skill acquisition, and the types of practice. Note that previous questions 43 and 44 are now questions 46 and 47.

48. Which is true concerning “learning plateaus”?

A. Learning plateaus are the direct result of poor instruction.
B. Learning plateaus are a normal part of the learning process and tend to be temporary.
C. Learning plateaus are caused by under-practice.

Answer (B) is correct. (AIH Chap 2)

DISCUSSION: Learning plateaus are a normal part of the learning process and tend to be temporary, but instructors and students should be prepared for them to avoid discouragement.

Answer (A) is incorrect. Learning plateaus are normal, even in quality instruction. They often occur after a period of rapid improvement on the part of the student. Answer (C) is incorrect. Learning plateaus can be caused by over-practice, not under-practice. After repeating any task three or four times, give it a break to avoid causing a learning plateau. Keep in mind that the apparent lack of increasing proficiency does not necessarily mean that learning has ceased.

49. Instructors can help students who arrive at a learning plateau by

A. Continuing practice to help the student move past it.
B. Assuming that the plateau represents the student’s maximum skill achievement.
C. Moving the student to a different place in the curriculum.

Answer (C) is correct. (AIH Chap 2)

DISCUSSION: Instructors can help students who fall into a learning plateau by moving them to a different place in the curriculum and giving the current task a break. Learning plateau problems can sometimes also be alleviated by the instructor better explaining the lesson, the reason for the lesson, and how it applies to the student.

Answer (A) is incorrect. Rather than treating a learning plateau, overpractice can actually create one. After repeating any task three or four times, give it a break to avoid causing a learning plateau. Answer (B) is incorrect. Keep in mind that the apparent lack of increasing proficiency does not necessarily mean that learning has ceased. The point is that, in learning motor skills, a leveling-off process, or plateau, is normal and should be expected after an initial period of rapid improvement.
50. Which stage of skill acquisition may be characterized by student ability to assess personal progress and make adjustments in performance?

A. Cognitive stage.
B. Associative stage.
C. Automatic response stage.

Answer (B) is correct. (AIH Chap 2)

DISCUSSION: As the storage of a skill continues due to practice, the student learns to associate individual steps in performance with likely outcomes. The student no longer performs a series of memorized steps but is able to assess his/her progress along the way and make adjustments in performance;

Answer (A) is incorrect. Cognitive learning has a basis in factual knowledge. Since the student has no prior knowledge of flying, the instructor first introduces him/her to a basic skill. The student then memorizes the steps required to perform the skill. As the student carries out these memorized steps, (s)he is often unaware of progress or may fixate on one aspect of performance. Answer (C) is incorrect. While student performance assessment certainly exists in the automatic response stage, it is not the characterizing trait of the stage. Rather, the characterizing trait of the automatic response stage is that a student performs automatically, even instinctively, to flight tasks. The student devotes far less deliberate attention to performing the task.

51. Which stage of skill acquisition is characterized by the ability to perform a procedure rapidly and smoothly while devoting little deliberate attention to performance and simultaneously performing other tasks?

A. Cognitive stage.
B. Associative stage.
C. Automatic response stage.

Answer (C) is correct. (AIH Chap 2)

DISCUSSION: By the automatic response stage, student performance of the skill is rapid and smooth. The student devotes much less deliberate attention to performance and may be able to carry on a conversation or perform other tasks while performing the skill.

Answer (A) is incorrect. There is a lack of understanding of the skill in the cognitive stage; thus, there can be no automatic performance of the skill by the student. Answer (B) is incorrect. At the associative stage, the student no longer performs a series of memorized steps but is able to assess his/her progress along the way and make adjustments in performance. There is, however, no smooth or rapid skill performance associated with this stage.

52. Studies of skill learning suggest that a student achieves better results if distractions are avoided during what type of practice?

A. Deliberate practice.
B. Blocked practice.
C. Random practice.

Answer (A) is correct. (AIH Chap 2)

DISCUSSION: During deliberate practice, the student practices specific areas for improvement and receives specific feedback after practice. Studies of skill learning suggest a student achieves better results if distractions are avoided during deliberate practice. When feedback is needed to correct student performance, it should be brief and explicit.

Answer (B) is incorrect. Using distractions during blocked practice can actually be helpful in preventing student and instructor from falsely determining that repeated skills have been well learned. Answer (C) is incorrect. Random practice relies heavily on the incorporation of distractions to mix up the skills to be acquired throughout the practice session. This type of practice leads to better retention because performing a series of separate skills in a random order helps the student recognize the similarities and differences of each skill.
53. What type of practice is repeating the same drill or doing the same task again and again until the movement becomes automatic?

A. Deliberate.
B. Blocked.
C. Random.

Answer (B) is correct.  *(AlH Chap 2)*

**DISCUSSION:** Blocked practice is practicing the same drill until the movement becomes automatic. Doing the same task over and over leads to better short-term performance but poorer long-term learning.

Answer (A) is incorrect. In order for a student to gain skill knowledge and learn how to perform the skill on the automatic level, a student must engage in deliberate practice. However, this type of practice in and of itself does not produce the ability to perform skills automatically. Answer (C) is incorrect. Random practice mixes up the skills to be acquired throughout the practice session to increase long-term skill retention. This practice type is not effective at producing automatic responses, but rather more meaningful ones.

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**Study Unit 2 – Barriers to Learning**

Page 33, Subunit 2.2: The FAA has added additional coverage on the subject of defense mechanisms displayed by students during training. Our outline material is amended to match this new coverage.

**2.2 DEFENSE MECHANISMS**

1. Certain behavior patterns are called defense mechanisms because they are subconscious defenses against the reality of unpleasant situations. People use these defenses to soften feelings of failure, alleviate feelings of guilt, and protect feelings of personal worth and adequacy.

2. Although defense mechanisms can serve a useful purpose, they can involve some degree of self-deception and distortion of reality.
   a. They alleviate symptoms, not causes.

3. Common defense mechanisms:
   a. **Rationalization** -- When a person cannot accept the real reasons for his/her own behavior, this device permits the substitution of excuses for reasons. Rationalization is a subconscious technique for justifying actions that otherwise would be unacceptable.

   b. **Flight** -- Students escape from frustration by taking physical or mental flight.
      1) To flee physically, students may develop symptoms or ailments that give them excuses for removing themselves from the frustration.
      2) More frequent than physical flight is mental flight or daydreaming.

   c. **Aggression** -- A person can avoid a frustrating situation by means of aggressive behavior. Shouting and accusing others are typical defense mechanisms. Social pressure usually forces student aggressiveness into more subtle forms. Typically, students may
      1) Ask irrelevant questions,
      2) Refuse to participate in class activities, or
      3) Disrupt activities.
d. **Resignation** -- Students become so frustrated that they lose interest and give up.

1) They may no longer believe it profitable or even possible to work further.

2) Resignation usually occurs when the student has completed early lessons without grasping the fundamentals and then becomes bewildered and lost in the advanced phase.

e. **Projection** -- An individual places his/her own unacceptable impulses onto someone else. A person relegates the blame for personal shortcomings, mistakes, and transgressions to others.

1) The student pilot who fails a flight exam and says, “I failed because I had a poor examiner” believes the failure was not due to a lack of personal skill or knowledge.

2) This student projects blame onto an “unfair” examiner.

Page 34, Subunit 2.3: The FAA has begun testing on the effects of student fatigue in flight training. The title of Subunit 2.3 is amended to read “Stress, Anxiety, and Fatigue.” The following outline material is also added to address the questions now being tested.

### 2.3 STRESS, ANXIETY, AND FATIGUE

1. Normal individuals react to stress by responding rapidly and exactly, often automatically, within their experience and training.
   
a. This underlines the need for proper training prior to emergency situations.
   
b. The effective individual thinks rapidly, acts rapidly, and is extremely sensitive to his/her surroundings.

2. Some abnormal reactions to stress include
   
a. Inappropriate reactions, such as extreme overcooperation, painstaking self-control, inappropriate laughter or singing, and very rapid changes in emotion.
   
b. Marked changes in mood (e.g., high spirits followed by deep depression).
   
c. Severe, unreasonable anger toward the flight instructor, service personnel, or others.

3. Anxiety is probably the most significant psychological barrier affecting flight instruction. It is the extreme worry brought on by stressful situations (e.g., an emergency, an exam, etc.). Anxiety can be countered by
   
a. Treating fears as a normal reaction rather than ignoring them,
   
b. Reinforcing the student’s enjoyment of flying, and
   
c. Teaching students to cope with fears.
4. Fatigue is one of the most treacherous hazards to flight safety as it may not be apparent to a pilot until serious errors are made. Fatigue can be either acute (short-term) or chronic (long-term).

a. **Acute fatigue**, a normal occurrence of everyday living, is the tiredness felt after long periods of physical and mental strain, including strenuous muscular effort, immobility, heavy mental workload, strong emotional pressure, monotony, and lack of sleep.

1) A CFI who is familiar with the signs indicative of acute fatigue will be more aware if the student is experiencing them.

2) Acute fatigue is characterized by:
   a) Inattention
   b) Distractibility
   c) Errors in timing
   d) Neglect of secondary tasks
   e) Loss of accuracy and control
   f) Lack of awareness of error accumulation
   g) Irritability

b. **Chronic fatigue** occurs when there is not enough time for a full recovery from repeated episodes of acute fatigue.

1) Chronic fatigue’s underlying cause is generally not “rest-related” and may have deeper points of origin. Therefore, rest alone may not resolve chronic fatigue.

2) Without resolution, human performance continues to fall off, judgment becomes impaired, and unwarranted risks may be taken.

3) Recovery from chronic fatigue requires a prolonged and deliberate solution.

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Page 36, Subunit 2.2: The following new question on the defense mechanism of projection is added.

11. A student pilot who fails a practical test and attributes the failure to an “unfair” evaluation by the examiner may be demonstrating a defense mechanism known as

A. Rationalization.
B. Projection.
C. Denial.

Answer (B) is correct. *(AIH Chap 1)*

**DISCUSSION:** Through projection, an individual places his/her own unacceptable impulses onto someone else. A person relegates the blame for personal shortcomings, mistakes, and transgressions to others.

Answer (A) is incorrect. Rationalization is a subconscious technique for justifying actions that otherwise would be unacceptable. It does not involve the placement of blame on any other party. Answer (C) is incorrect. Denial is a refusal to accept external reality because it is too threatening. It does not involve the placement of blame on any other party.
Page 37, Subunit 2.3: Again, the subunit is renamed to read “Stress, Anxiety, and Fatigue.” The following new questions address the subject of fatigue and its effects. Note that previous questions 11-14 are now questions 12-15.

2.3 Stress, Anxiety, and Fatigue

16. Chronic fatigue
   A. Occurs when there is not enough time for a full recovery from repeated episodes of acute fatigue.
   B. Is the tiredness felt after long periods of physical and mental strain and lack of sleep.
   C. Impairs personal performance and ability but not pilot judgment.

   Answer (A) is correct. *(AIH Chap 8)*
   **DISCUSSION:** Prolonged exposure to acute fatigue without adequate time for recovery can result in chronic fatigue.
   Answer (B) is incorrect. This describes acute, not chronic, fatigue. Chronic fatigue’s underlying cause is generally not “rest-related” and may have deeper points of origin. Answer (C) is incorrect. Unless preventive measures are taken, chronic fatigue will certainly impact both personal performance and pilot judgment.

17. Chronic fatigue as a result of physiological problems and/or psychological issues may be evidenced by a student pilot’s apparent
   A. Increase in knowledge and skill retention.
   B. Need for sleep.
   C. Acceptance of unwarranted risks.

   Answer (C) is correct. *(AIH Chap 8)*
   **DISCUSSION:** Without resolving the underlying causes of chronic fatigue, human performance gradually falls off, judgment becomes impaired, and unwarranted risks may be taken.
   Answer (A) is incorrect. Chronic fatigue brings about a decrease, not an increase, in a student’s knowledge and skill retention. Answer (B) is incorrect. Chronic fatigue’s underlying cause is generally not “rest-related” and may have deeper points of origin. Therefore, rest alone may not resolve chronic fatigue.

18. A sign that a student may be experiencing acute fatigue is
   A. Acceptance of unwarranted risks.
   B. Neglect of secondary tasks.
   C. Increased attention to detail.

   Answer (B) is correct. *(AIH Chap 8)*
   **DISCUSSION:** A CFI who is familiar with the signs indicative of acute fatigue will be more aware if the student is experiencing them. One common sign of acute fatigue is the neglect of secondary tasks. Because the mind’s resources are limited, secondary or non-essential tasks are often overlooked.
   Answer (A) is incorrect. Acceptance of unwarranted risks is a common indicator of chronic, not acute, fatigue. Pilot judgment as it relates to safety decisions is not typically compromised in acute fatigue, but this would be a common deficiency in someone suffering from chronic fatigue. Answer (C) is incorrect. Inattention, not increased attention, to detail is a common sign of acute fatigue.
Page 38, Subunit 2.4: The following new question is added regarding dealing with impatient students. The existing outline material adequately covers this topic; thus, no outline changes are necessary. Note that previous questions 15-20 are now questions 19-24.

25. A method for correcting student impatience is for the instructor to

A. Present the necessary preliminary training one step at a time, with clearly stated goals for each step.
B. Key the instruction to utilize the interests and enthusiasm students bring with them.
C. Avoid assigning impossible or unreasonable goals for the student to accomplish.

Answer (A) is correct. (AIH Chap 8)

DISCUSSION: With every complex human endeavor, it is necessary to master the basics if the whole task is to be performed competently and safely. The instructor can correct student impatience by presenting the necessary preliminary training one step at a time, with clearly stated goals for each step.

Answer (B) is incorrect. This solution is appropriate for combating worry or lack of interest on the part of the student, not impatience. Answer (C) is incorrect. This solution is appropriate for combating a student’s feelings of unfair treatment during flight instruction, not impatience.

Study Unit 5 – Planning Instructional Activity

Page 70, Subunit 5.3: The following outline material is added in reference to the use of performance-based objectives in training curricula as well to the concept of overlearning.

8. The objectives of each lesson should be clearly stated.
   a. The objective is the reason for the lesson -- what the student is expected to know or be able to do at the end of the lesson.
   b. Keeping the student informed of lesson objectives and completion standards minimizes the student’s insecurity.
   c. Performance-based objectives are used to set measurable, reasonable standards that describe the desired performance of the student. They consist of three elements: description of the skill or behavior, conditions, and criteria.

9. Fatigue is the primary consideration in determining the length and frequency of flight instruction periods.
   a. Fatigue resulting from excessive or lengthy instruction reduces a student’s learning ability.

10. When planning time for student performance, a primary consideration is the length of the practice session.
   a. A beginning student reaches a point where additional practice is not only unproductive but may be harmful.
      1) Overlearning is the continued study of a skill after initial proficiency has been achieved. Practice proceeds beyond the point at which the act can be performed with the required degree of excellence.
      2) One common effect of overlearning is the development of automated routines rather than development of concept application skills.
   b. As a student gains experience, longer periods of practice are profitable.

11. A blank lesson plan is provided on page 159 so you may make copies for your use.
Page 77, Subunit 5.3: The following three questions are added to cover the topics of performance-based objectives, planning for student performance, and overlearning. Our material already addresses planning for student performance, but the other two topics are newly tested concepts on the FOI exam.

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<th>Question</th>
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<tr>
<td><strong>30. Performance-based objectives consist of which three elements?</strong></td>
<td>(C) Description of the skill or behavior, conditions, and criteria.</td>
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<tr>
<td><strong>A. Flight training scenarios, judgment assessment, and maneuver assessment.</strong></td>
<td><strong>B. Cognitive skills, affective skills, and psychomotor skills.</strong></td>
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<tr>
<td><strong>Answer (C) is correct. (AIH Chap 4)</strong></td>
<td><strong>DISCUSSION:</strong> Performance-based objectives are used to set measurable, reasonable standards that describe the desired performance of the student. Performance-based objectives consist of three elements: description of the skill or behavior, conditions, and criteria. Answer (A) is incorrect. This answer choice describes elements of decision-based, not performance-based, objectives. Answer (B) is incorrect. This answer choice describes the three domains of learning, not the elements of performance-based objectives.</td>
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| **31. A primary consideration in planning for student performance is the** | (A) length of time devoted to practice. |
| **A. length of time devoted to practice.** | **B. length of time devoted to evaluation.** | **C. segmentation of the practice session.** |
| **Answer (A) is correct. (AIH Chap 2)** | **DISCUSSION:** In planning for student performance, a primary consideration is the length of time devoted to practice. A beginning student reaches a point where additional practice is not only unproductive, but may even be harmful. When this point is reached, errors increase, and motivation declines. As a student gains experience, longer periods of practice are profitable. Answer (B) is incorrect. In the initial stages of learning, practical suggestions are more valuable to the student than a grade. Early evaluation is usually teacher-oriented. It provides a check on teaching effectiveness; thus, it is not a primary consideration in student performance planning. Answer (C) is incorrect. While the consideration of how to properly divide or segment a practice session is important, it is futile without first determining the appropriate length of the practice session itself. |

| **32. Which is true regarding the overlearning of knowledge?** | (A) Overlearning can result in automatic responses that are undesirable. |
| **A. Overlearning can result in automatic responses that are undesirable.** | **B. Overlearning is helpful in increasing student proficiency of a topic.** | **C. Overlearning develops higher-order thinking skills.** |
| **Answer (A) is correct. (AIH Chap 2)** | **DISCUSSION:** Overlearning is the continued study of a skill after initial proficiency has been achieved. Practice proceeds beyond the point at which the act can be performed with the required degree of excellence. One common effect of overlearning is the development of automated routines rather than development of concept application skills. Answer (B) is incorrect. Overlearning generally degrades student proficiency by creating automatic responses on the part of the student, which limit the student's understanding of a given topic. Answer (C) is incorrect. On the contrary, overlearning creates a barrier to the development of higher-order thinking skills by creating automated responses from the student rather than actual concept mastery. |
Study Unit 6 – Critique and Evaluation

Page 85, Subunit 6.6: To better address question coverage on the instructor evaluation of student understanding, the following content is added to the outline.

6.6 REVIEW AND EVALUATION

1. Review and evaluation of the student’s learning should be an integral part of each lesson.
   a. Evaluation of student performance and accomplishment should be based on the objectives and goals established in the lesson plan.

2. Performance testing is desirable for evaluating training that involves an operation, procedure, or process.
   a. This method of evaluation is particularly suited to the measurement of a student’s ability in performing a task, either mental or physical.

3. Students may perform a procedure or maneuver correctly but not fully understand the principles and objectives involved. If the instructor suspects this, students should be required to vary the performance of the maneuver or procedure slightly.
   a. Students who do not understand the principles involved will probably not be able to successfully complete the revised maneuver or procedure.

Page 93, Subunit 6.6: The following new question is added concerning the subject of instructor evaluation of student understanding.

38. When a student performs a maneuver correctly but the instructor suspects the student does not fully understand the principles and objectives involved, the instructor should

   A. Defer on the matter to avoid lowering student confidence.
   B. Point out the suspected flaw to the student.
   C. Vary the performance of the maneuver slightly.

Answer (C) is correct. (AIH Chap 8)

DISCUSSION: Students may perform a procedure or maneuver correctly but not fully understand the principles and objectives involved. If the instructor suspects this, students should be required to vary the performance of the maneuver or procedure slightly. Students who do not understand the principles involved will probably not be able to successfully complete the revised maneuver or procedure.

Answer (A) is incorrect. While it is important to prevent student discouragement, it is more important to ensure that the student possesses the required level of skill in each phase of training. Rather than ignoring the situation, an instructor can require that the student repeat the maneuver in a slightly different way, thus evaluating the depth of the student’s mastery of the maneuver. Answer (B) is incorrect. Rather than projecting negativity onto the student in a situation where the instructor could well be mistaken, it is best to have the student perform the maneuver in a slightly different way, thus evaluating the depth of the student’s mastery of the maneuver.