

CHAPTER 1

METHOD OF INSTRUCTION

(MOI)

PRINCIPLES OF INSTRUCTION

A. The Instructional Situation

1. Objective of scope (what and why).
2. Level of student (who).
3. Facilities (where).
4. Instructional aids (how).
5. Time (when).
6. Method (how).
7. Evaluation.

B. Organization of Materials

1. Teaching unit.
2. Dry run.

THE INSTRUCTOR

A. Characteristics of a good instructor.

1. Knowledge of the subject.
2. Leadership ability.
3. Positive personality.
4. Knowledge of teaching techniques.
5. Professional attitude.

B. Instructor Improvement

1. Know what makes a good instructor.
2. Seek help of associates.
3. Concentrate on specific elements.
4. Observe on specific element.
5. Analyze your own characteristics.
6. Make constant effort to improve.

C. Understand Students

1. Learn background.
2. Student characteristics.

D. Pitfalls to Avoid

1. Do not bluff.
2. Do not use profanity or obscenity.
3. Do not use sarcasm or ridicule.
4. Do not talk down to class.
5. Do not lose patience.

SPEECH TECHNIQUES

A. Traits of a Good Speaker

1. Commit yourself.
2. Analyze audience.
3. Organize thoughts.
4. Think sight and sound.
5. Practice.
6. Relax.
7. Enjoy.

B. Avoid Nervousness

1. Be prepared.
2. Have a good attitude.
3. Know opening remarks.
4. Review previous instruction.
5. Tell a story.
6. Slow down.

C. Characteristics of a Speaker

DESIRABLE

humorous

dynamic

confident

enthusiastic

organized/to the point

UNDESIRABLE

monotone

hmm-well ah-ya know

no eye contact

rambling

no continuity

QUESTIONING TECHNIQUES

A. Purpose of Questions

1. Improves student interest.
2. Stimulates thinking.
3. Adjusts instruction to class level.
4. Reveals student attitude.
5. Permits student contribution.
6. Provides emphasis and reinforcement of main points.
7. Checks effectiveness of instruction.

B. Characteristics of a Good Question

1. Have a specific purpose.
2. Emphasis one point.
3. Understood by all.
4. Discourage guessing.
5. Thought-provoking.

C. Questioning Strategies

1. Build-up
2. Asking the question.
 - a. Ask.
 - b. Pause.
 - c. Call.

3. Follow-up.
 - a. Guide the subject in depth.
 - b. Develop the subject in depth.
 - c. Develop total student participation.

INSTRUCTIONAL AIDS

A. Advantages of Learning Aids

1. Takes pressure off.
2. Saves time.
3. Produces better learning.
4. Introduces more than two (2) senses into learning process.

B. Proper Steps in Using Learning Aids

1. Determine lesson objectives.
2. Select appropriate aid.
3. Prepare for use of aid.
4. Keep aid covered or turned off.
5. Explain to class.
6. Be sure all can see and hear.
7. Use pointer to direct attention.
8. Use assistant, if appropriate.

C. Use of Specific Aids

1. Chalkboard:
 - a. Neat, simple, legible.
 - b. Quick.
 - c. Prepare: chalk, pencil, overhead, etc.
 - d. Cover newsprint.

2. Overhead Projector:
 - a. Prepare: check bulb, focus, adaptor, extension cord, lines of vision, functional pens, on and off switch.
 - b. Techniques
 - Use actual object.
 - Use commercially prepared overlays, if possible.
 - Use teacher-prepared materials.
3. Filmstrips, Film, Tapes (Audio and Video)
 - a. Discuss advantages (technical, professional quality).
 - b. Discuss disadvantages (may not be right for your situation).
 - c. Others – list bulletin board models, simulators, handouts, television and print materials.

CAUTIONS:

- **DON'T OVERUSE – “A FEW TRANSPARENCIES GO A LONG WAY.”**
- **USE TITLES ON ALL CHARTS, ETC.**
- **PRACTICE WITH IT BEFORE USING IT IN CLASS.**

DEMONSTRATION METHODS

A. EXPLANATION

1. Convey to students the precise actions they are to perform.
2. Describe desired results of efforts.
3. Encourage questions during demonstrations, if needed, to clarify understanding.
4. Use training aids, if helpful, in explanation.
5. Motivate.

B. DEMONSTRATION

Instructor shows students the actions necessary in performing skills – can be concurrent with explanation.

1. Informal Demonstration on job training – (i.e., a foreman stops by where employee is working).
 - a. Advantages
 - easier – less planning
 - good for individual coaching or to cover points that students have not learned well.
 - b. Disadvantages
 - time consuming
 - permits waste of materials and man hours
2. Formal Demonstration – requires more planning, but results in better prepared trainees. Makes best use of available time for training.

A good demonstration...

- a. follows logical sequences, with distinct breaks between steps;
- b. is seen and understood – (student placement);
- c. has frequent check on student understanding (asks specific questions and encourages questions); and
- d. visual aids are used when appropriate.

C. STUDENT PERFORMANCE – AND

D. INSTRUCTOR SUPERVISION

Discussed together because they are performed concurrently.

1. INSTRUCTOR

Must allow enough time for student learning.

2. STUDENT

- a. Must practice (needs instructor supervision on occasion)
- b. Follow correct procedures
- c. Meet a reasonable time schedule.

E. EVALUATION

1. Judge student performance.
2. Keep student interest high.
3. Instructor measures quality of his/her instruction.

REMEMBER!

NOBODY CARES HOW MUCH YOU KNOW....

UNTIL HE OR SHE KNOWS HOW MUCH YOU CARE!



CHAPTER 2
**TRAINING, CERTIFYING
AND PROPERLY SCORING
SCHOOL BUS DRIVERS**