



# TEACHING & LEARNING COURSE

## COURSE INCLUSIVES

### Trainer manual (for SFI/TRIs)

Brand-new, comprehensive and innovative content in the industry. Chapters include lesson plans and room for note-taking to ensure you take everything with you.

### Complete lesson plans and student handouts

Ready to print and easy to use.

### Link to Dropbox to download digitally

Access to download materials to have with you 24/7.

## EASA, FAA and ICAO compliant certification

### Numerous group exercises designed by NaviMinds

We provide real-world scenarios from the flight deck and include role plays for participants to gain practice in their new role.

### Training facility in the heart of Copenhagen

Our training facility is conveniently situated in the heart of Copenhagen. Our central location ensures easy access to/from Copenhagen Airport and to explore everything our beautiful capital offers.

### Lunch and refreshments

We ensure you can indulge in a delicious lunch, freshly brewed teas and coffee, fresh fruit, chocolate and other delicacies throughout course days.

## 3 DAY PROGRAMME

### DAY 1

Welcome and introduction; the instructor's role; Attitudes - skills - knowledge; The learning process; Learning styles and Obstacles to learning; Memory and it's application; stress and reactions to stress; How we learn; The teaching process - facilitation and instruction; training philosophies; short student presentations; questioning techniques; Techniques of applied instruction; theoretical knowledge - classroom instruction techniques; group work; lesson planning; the elements of a lesson plan; summary

### DAY 2

Communication; Behaviours and attitudes; student presentations; debriefings; training programme development; individual briefings, preflight briefings; role-plays; student evaluation and testing; feedback techniques; non-technical skills; summary

### DAY 3

Diagnosing and evaluating; assessment of student performance; analysis of student errors; video clip; evaluating and grades; video clip; role-play; video case studies; debriefings in practice - role-plays; human performance and limitations relevant to flight instruction; student's flight briefings; role-plays; flight airborne instruction techniques; student's flight briefings; role-plays; threat and error management; hazards involved in simulating system failures and malfunctions in the aeroplane during flight; summary; course dispersal



## **Topics covered during a three-day Teaching and Learning Instructions course (instructional techniques) for FIs, TRIs and SFIs (syllabus):**

### **\*THE TRAINER'S ROLE**

### **\*THE FUNDAMENTALS OF TEACHING AND LEARNING** (pedagogy)

### **\*QUESTIONING TECHNIQUES**

**\*THE LEARNING PROCESS**, motivation, perception and understanding, memory and its application, habits and transfer, obstacles to learning, incentives to learning, learning methods, rates of learning

**\*THE TEACHING PROCESS**, elements of effective teaching, planning of instructional activity, teaching methods, teaching from the 'known' to the 'unknown', use of lesson plans

**\*TRAINING PHILOSOPHIES**, value of a structure (approved) course of training, importance of a planned syllabus, integration of theoretical knowledge and flight instruction

**\*TECHNIQUES OF APPLIED INSTRUCTION**, instruction vs. facilitation, theoretical knowledge, classroom instruction techniques, use of training aids, group lectures, individual briefings, student participation or discussion, flight airborne instruction techniques, the flight or cockpit environment, techniques of applied instruction, post-flight and in-flight judgement and decision making

**\*STUDENT EVALUATION AND TESTING**, assessment of student performance (including assessment of CRM skills), the function of progress tests, recall of knowledge, translation of knowledge into understanding, development of understanding into actions, the need to evaluate rate of progress, analysis of student errors, establish the reason for errors, tackle major faults first, minor faults second, avoidance of over criticism, the need for clear concise communication

**\*TRAINING PROGRAMME DEVELOPMENT**, lesson planning, preparation, explanation and demonstration, student participant and practice, evaluation

### **\*INDIVIDUAL BRIEFINGS, PRE-FLIGHT BRIEFINGS**

**\*HUMAN PERFORMANCE AND LIMITATIONS RELEVANT TO FLIGHT INSTRUCTION**, physiological factors, psychological factors, human information processing, behavioural attitudes, development of judgement and decision making, threat and error management

**\*SPECIFIC HAZARDS INVOLVED IN SIMULATING SYSTEMS FAILURES AND MALFUNCTIONS IN THE AIRCRAFT DURING FLIGHT**, importance of 'touch drills', situational awareness, adherence to correct procedures

**\*TRAINING ADMINISTRATION**, flight or theoretical knowledge instruction records, pilot's personal flying logbook, the flight or ground curriculum, study material, official forms, flight manual or equivalent document (e.g. owner's manual or pilot's operating handbook), flight authorization papers, aircraft documents, the private pilot's licence regulations



**\*DEBRIEFING AND FEEDBACK TECHNIQUES**

**\*NON-TECHNICAL SKILLS GUIDE** (company relevant)

**\*WORKLOAD MANAGEMENT AND SITUATIONAL AWARENESS**

**\*BEHAVIOURS AND ATTITUDES AND THEIR INFLUENCE ON LEARNING**

*Requirements from authorities are 25 hours of theoretical training. The above elements are all reflected in the programme, which runs over three days with a total of 25 hours; of which 18 are dedicated to training hours. All elements in the syllabus will be dealt with during the training. The programme (as indicated above) doesn't necessarily include the same wordings as the syllabus; this is done primarily to simplify the programme.*