

Question 1 Define Learning.

To become proficient by instruction and practice, by the student's own activity. A student must be engaged and be mentally, physically and emotionally ready to learn.

Learning is a change in behaviour as a result of experience that persists c.f. Gagne & Driscoll, 1988.

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Question 2 Explain what is meant by perception.

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Question 3 Explain the relative importance of each physical sense in learning.

Question 4 Explain how the defence mechanisms listed may hinder learning. • Rationalisation • Flight • Aggression • Resignation

Question 5 Explain how the level of stress may affect learning.

Question 6 Explain the relationship between perception and understanding.

Question 7 Give an example of how a flight instructor would assist the process of perception and understanding.

Question 8 State how positive and negative motivation affects learning?

Question 9 Explain the application of the levels of learning.

Question 10 State examples of how rote learning, understanding of knowledge and correlation apply to flight training.

Question 11 Identify the outcomes of aeronautical knowledge instruction associated with the 3 domains of learning? • Cognitive (knowledge) • Affective (attitudes, beliefs and values) • Psycho-motor (physical skills)

Question 12 Explain the factors that may hinder learning with respect to aeronautical knowledge training.

Question 13 Explain how the rate of learning may vary with practice.

Question 14 Explain the role of each of the memory systems in terms of the model of information processing. • Sensory register • Short term memory • Long term memory

Question 15 Give examples of positive and negative transfer in aeronautical knowledge training. Answer

Question 16 Explain how an Instructor may monitor whether communication has been achieved.

Question 17 Explain the role of each factor listed in the communication process. • Source • Symbols • Receiver

Question 18 Recall how these common barriers affect communication. • Lack of common experience • Confusion • Abstractions

Question 19 Identify adult learning issues applicable to aeronautical knowledge training.

Question 20 Explain each of the basic steps of the teaching process: Preparation • Preparation • Presentation • Application • Review and Evaluation

Question 21 State the purpose of behavioural (performance based) outcomes in flight training.

Question 22 Explain the following attributes of effective outcomes: • Achievable • Observable • Measurable

Question 23 Explain how to develop the three essential elements of behavioural outcomes: • Performance (what has to be done) • Performance criteria • Conditions

Question 24 Explain the advantages and disadvantages of the teaching methods listed and give practical examples of situations best suited to each of these techniques in flight training. • Lecture • Theory or skill lesson • Group learning • Guided discussion • Briefing

Question 25 State the reasons for limiting the duration of lessons and indicate the desirable duration of a typical lesson.

Question 26 Explain the general purpose and content of each of the components of a typical aeronautical knowledge lesson plan: • Aim/motivation/revision • Outcomes • Explanation of principles • Threat and error management • Practice • Review

Question 27 Explain the purpose and content of a training syllabus (or curriculum).

Question 28 Explain the difference between a training syllabus and competency based standards.

Question 29 Explain the advantages of guided discussion in flight training and identify flight training activities for which this technique could be suitable.

Question 30 Explain the reasons for questioning trainees.

Question 31 Explain the characteristics of an effective question.

Question 32 Give examples of good and poor questions.

Question 33 Explain the purpose of training aids.

Question 34 Give examples of training aids particularly suited to aeronautical knowledge training.

Question 35 Explain the role of the instructor in each of the following phases of review and evaluation. • Fault analysis (diagnosis) • Competency assessment • Trainee self assessment • Training effectiveness

Question 36 How can oral questions promote mental activity?

Question 37 Why will oral questions maintain student interest during a lesson?

Question 38 Explain the role of the instructor in each of the five steps involved in providing skill practice to trainees. • Explanation • Demonstration • Performance • Supervision • Evaluation

Question 39 What is the drawback in using oral questions to evaluate learning?

Question 40 Consider the following three questions: For each one decide if it meets all the qualities of a good oral question. If it does not, why not? • Was Sir Edmond Barton the first Prime Minister of Australia? • What goes up the barrel of a rifle? • In the event of canonic paralysis induced anxiety neurosis, what is the most efficacious procedure for prevailing upon the parachutist to abandon the aircraft?

Question 41 After asking the question, why pause before naming a student to answer?

Question 42 Why is it essential that the Instructor always confirm answers to questions?

Question 43 What technique would you use if a student answers a question and all the class cannot hear it?

Question 44 Why should group answers be discouraged?

Question 45 State three points to observe in the handling of student answers.

Question 46 State five points to observe in the handling of student questions.

Question 47 At what time in a lesson should students be encouraged to ask questions?

Question 48 How would you handle a student's question if it did not pertain to the lesson?

Question 49 How would you handle a question for which you were unable to provide the answers?

Question 50 State four purposes of oral questions.

Question 51 State the procedure to follow when asking a question.

Question 52 State four qualities of good oral questions.