KNOWLEDGEABLEE
INSTRUCTOR TRAINING

OUR FULLY INTEGRATED PDI TRAINING COURSE.
DELIVERED TO YOU.

SESSION 8

Knowledgeablee Instructor Training In-Car Session Eight

What to Expect

In Session Eight you will learn how to deliver value for money in lessons, essential to our license to charge for our services. You will look at How to give sufficient feedback to help the pupil understand potential safety critical incidents.

You will practice using the dual controls to manage risk and help the pupil to develop.

How to prepare

- Practice own driving. focus on how you make progress on open roads and around busy junctions and how you adapt your speed so that it is appropriate for situations with less space or more hazards. Try to be consciously aware of when and where you make adjustments and where your focus is. Consider how you will help your pupils to make progress or to adapt their speed when necessary. Practice commentary through particularly difficult situations.

- Observe other drivers - See how they make progress and how and when they adapt to situations. Compare this to your driving and look for variations.

- Continue to study theory test pro towards part One. Even if you've already passed part one, it's great to keep refreshing your knowledge.

- Read up on making progress and judging speed in Practical Teaching Skills and Driving the Essential Skills.

- Complete lesson plan on making progress and judging speed.

- Look at these competencies in Knowledgeablee Instructor Training Presenter, include a short briefing, list suitable practice areas, note some Questions to target knowledge and to keep the car safe on the move. Consider the goals and objectives of a pupil during these lessons.

- Read through the Feedback section of the Knowledgeablee Instructor Training Session Eight guide.

- Re-watch the video on the instructor's use of controls.

You get out of the course as much as you put in and spend as much time as possible between in-car sessions practicing and developing your hazard management skills, theoretical knowledge, driving ability and teaching/instructor skills.

<u>**Feedback**</u>

The purpose of feedback is to give meaning to practice, to accelerate development by applying new learning to previous experiences and to give context and raise awareness in the learner.

Traditional instruction focussed on instructor-led feedback being delivered to the student, typically around the fault and sandwiched between some positive reinforcement (The praise sandwich model) sounding something like this...

"Well, you've mostly done quite well today BUT............ "

As human beings we are most strongly motivated to avoid pain, our fear of failure typically overrides our desire to succeed, and as a result, once we get the 'BUT we forget all the positives that came before. We don't even begin to hear the positives that complete the feedback as we have already switched off, enduring the pain of our failure.

A Client Centred Learning approach focuses on the feedback being elicited from the pupil with the help of the instructor, with the belief that learning comes from within, the necessity for evaluation of road and skill, and self-reflection of emotions and attitudes in driving.

As we develop new skills it is natural that we will, at times, fail, however, learning is formed around: -

Experience

Reflection on the Experience

Developing and practising new plans.

As such simply telling someone where they went wrong and telling someone what they need to do to improve misses the point that learning is a result of practice and reflection, most importantly it fails to address the need to develop evaluation, self-evaluation, and responsibility in drivers.

Throughout the **Knowledgeablee Instructor Training course,** we have looked at the use of **effective Questions to** develop evaluation skills, **open questions** that target **thoughts, feelings, beliefs, and attitudes,** eliciting feedback using the **SMOOTH scaling model** where the **SMO** develops evaluation and self-evaluation (depending on the context of the reflection) and **OTH** develops and gives responsibility to the learner for their development.

Of course, feedback is not a one-way street, for us to give value for money to our clients we must provide input around the goals and risks to ensure that the learner is fully aware of any potential risk, whilst also being aware of their strengths and development.

Our feedback, on the whole, should be: -

Honest - We cannot provide dishonest feedback, nor should we only focus on fault. Use feedback to enhance your pupils' awareness of both their strengths and areas for development.

Positive - As previously stated, as human beings we tend to focus on the negatives. Ensure that your feedback leaves the pupil with a clear picture of what they did well, as well as where they can develop.

Consider the difference between the following two approaches, where the instructor has given feedback: -

"Ok well that wasn't bad, not bad, you worked through the routine alright BUT you went around that corner in third gear and that can be dangerous, don't worry though we will try it again and I'll give you some help this time."

Versus...

'I really like the way you managed your speed approaching that left turn, the timing of your mirrors, the signal, your braking - fantastic   now if you can add in the gear change to 2 on this next attempt, it will be EVEN BETTER! Think about how gear two will help you with controlling the car around the corner and accelerating away into the new road'!

Which of these approaches is going to better motivate the learner to improve their performance?

Which of these is a more honest appraisal?

Which will be most beneficial to development?

There is still the issue here of the feedback coming from the instructor and the inability of the instructor to accurately analyse the reason behind the missed gear change. Where were the learners' thoughts, had they considered the gear change or were they perhaps concerned about potentially holding up the following traffic? As such an opportunity for self-evaluation around distractions or the inability to cope with internal pressures could be missed.

It is best to begin feedback sessions by eliciting feedback from the client, adding your input where necessary, before returning the focus to the learner so that they can evaluate once more.

In the example above, once the instructor had provided honest and positive feedback, the learner was asked to consider the difference that gear two would make to their ability to control the car and accelerate away from any potential danger. Thus, developing the learners' ability to evaluate the benefits of the gear change, to control and safety, before implementing the changes. Giving importance to the learning

Below is Gibb's model for reflective learning, which when used to develop evaluation and particularly self-evaluation skills, is a fantastic model for development: -

Graham Gibb's reflective cycle Model (1988)

The Gibbs' reflective cycle, inspired partly by David Kolb's learning cycle {1984) enables us to effectively reflect on incidents and occurrences, be it daily or occasionally, and learn from them. Gibbs states that 'by reflecting on your learning experience, allows you to better your performance as it is happening, as well as improving it for the future'.

Gibbs Reflective Cycle
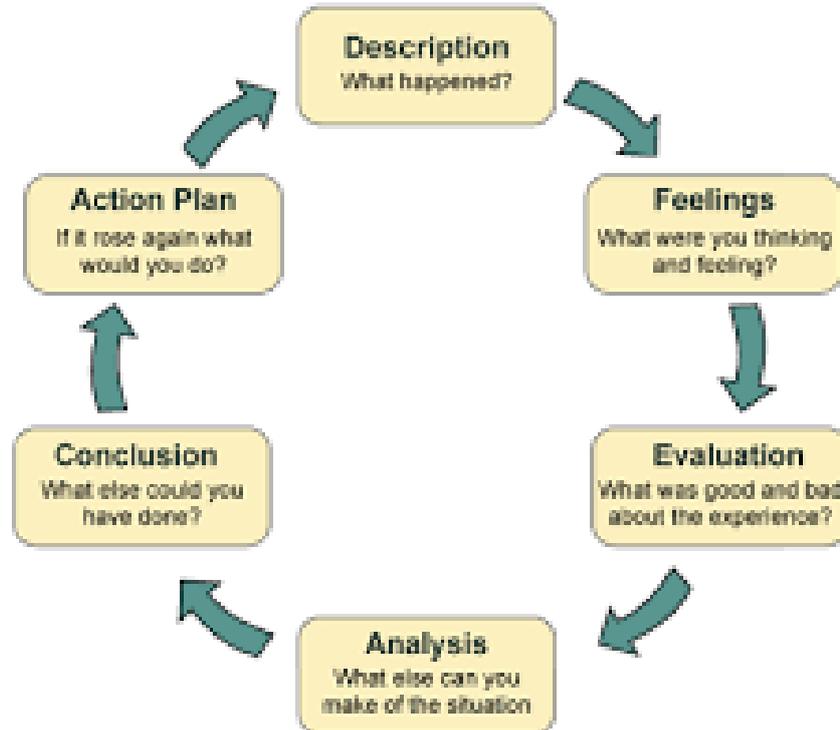
Description

The first step of the Reflective Cycle is for the learner to describe the learning process in detail.

Your pupil must consider these questions: What happened?

When did it happen?

What did you do?

What was the result of the process?

Feelings

Next, your pupil should reflect upon what was thought and felt during the process.

Ask them:

How did you feel before the process?

What did you feel while it was taking place? How were you feeling afterwards?

Has your view of the process changed afterwards?

Evaluation

Now it's time for the learner to evaluate the experience. Was it successful? If not, then why?

You might pose these questions:

What was successful during the practice? Why did these certain elements go well? What didn't go well?

What did you contribute?

Did anything else contribute?

Analysis

This stage is about assessing what went well from the experience. This will allow for the same successes to be repeated in future. It is also important to assess the downfalls, ask why this was unsuccessful and learn from this for similar future situations. This ensures that the whole experience is analysed and assessed fully.

Conclusion

The conclusion evaluates the process as a whole and asks what else could have been done to improve it.

These questions might encourage the pupil to evaluate:

What are the results of the experience?

How could this be better for you?

What will you do differently next time, to improve the experience?

What personal skills can be improved in future?

Action Plan

As a result of completing this reflective log, what will you do?

Couple the action plan with a repeated cycle of reflection and then the development becomes self-fulfilling.

Lesson Plan – Making Progress

Write up a lesson plan including: -

What the pupils' goals might be and the potential learning objectives, a short briefing, different ways in which you could deliver information for Visual/Audio/Kinaesthetic learners, suitable practice areas for beginners, partly trained and test standard pupils and some example Questions to help your client's development. Consider different stages of learning and at what stage the learner will be best capable of controlling the car and making complex decisions without instruction or prompting. It can be very difficult during the unconscious incompetence and conscious incompetence stages of learning to focus on the controls of the car, the situation ahead and to try to make complex decisions that require clarity of thought. That's without even mentioning the myriad of emotions that the learner might be experiencing.

Refer to presenter and reference books, consider other places you could find information (online, YouTube etc)

Goals and Objectives
Briefing
Ways to deliver info (VAK)
Suitable practice areas
Closed Questions to Target Knowledge: - (e.g. What is the difference between an open and closed junction)
Leading and Command Questions to Keep Car Safe: - (e.g. When will you change to gear 1 for this closed junction)

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Lesson Plan – Judging Speed

Write up a lesson plan including: -

What the pupils' goals might be and the potential learning objectives, a short briefing, different ways in which you could deliver information for Visual/Audio/Kinaesthetic learners, suitable practice areas for beginners, partly trained and test standard pupils and some example Questions to help your client's development. Consider different stages of learning and at what stage the learner will be best capable of controlling the car and making complex decisions without instruction or prompting. It can be very difficult during the unconscious incompetence and conscious incompetence stages of learning to focus on the controls of the car, the situation ahead and to try to make complex decisions that require clarity of thought. That's without even mentioning the myriad of emotions that the learner might be experiencing.

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Knowledgeablee Instructor Training Reflective Learning

Feedback

What went well?

What areas do I want to develop?

How am I going to develop this/when/how much time/resources?

Date to achieve/review.

Knowledgeablee Instructor Training Reflective Learning

Giving Value for Money

What went well?

What areas do I want to develop?

How am I going to develop this/when/how much time/resources?

Date to achieve/review.

Giving Instruction

What went well?

What areas do I want to develop?

How am I going to develop this/when/how much time/resources?

Date to achieve/review.

Knowledgeablee Instructor Training Reflective Learning

Divide Responsibility

What went well?

What areas do I want to develop?

How am I going to develop this/when/how much time/resources?

Date to achieve/review.

Observing the Pupil and Surrounding, Giving Timely Directions

What went well?
What areas do I want to develop?
How am I going to develop this/when/how much time/resources?
Date to achieve/review.

Knowledgeablee Instructor Training Reflective Learning

Core Comps, fault ID, Analysis, Remedy

What went well?
What areas do I want to develop?
How am I going to develop this/when/how much time/resources?
Date to achieve/review.

Knowledgeablee Instructor Training Reflective Learning

Timely and Appropriate Verbal and Physical Intervention

What went well?
What areas do I want to develop?
How am I going to develop this/when/how much time/resources?
Date to achieve/review.

<u>Knowledgeablee Instructor Training Online Session Eight</u>

As part of your preparation for in-car session Eight, and also as part of your development to become a great driving instructor, in the week before your in-car session we will attempt to arrange a suitable time to deliver the online section of your training, via Zoom. You will receive a link to follow that will take you directly into the session.

The online section should take between 40 minutes to an hour to complete.

During Knowledgeablee Instructor Training online Session eight you will discuss and train around the following areas: -

- Your progress over the past couple of weeks

- Practice using the ***SMOOTH*** scaling model for pupil development

Date of completion online session eight: \ \

Date of completion in-car session eight: \ \