

# **FOI Flashcard**

<p><b>Aviation (Ground or All) Instructors Responsibility</b></p> <ol style="list-style-type: none"> <li>1. Help students learn</li> <li>2. Provide better than adequate instruction</li> <li>3. Demand Adequate Standards of Performance</li> <li>4. Emphasizing the positive</li> <li>5. Ensuring Aviation Safety</li> </ol>	<p><b>Additional Flight Instructor Resp's</b></p> <ol style="list-style-type: none"> <li>1. Supervision</li> <li>2. Evaluation</li> <li>3. Practical Endorsements</li> <li>4. Add'l Endorsements</li> <li>5. Test Recommendations</li> <li>6. See &amp; Avoid Thinking</li> <li>7. Pre-solo Thinking</li> <li>8. Proficiency</li> </ol>
<p><b>Characteristics of a Professional</b></p> <ol style="list-style-type: none"> <li>1. Sincerity</li> <li>2. Appearance</li> <li>3. Demeanor</li> <li>4. Self Improvement</li> <li>5. Profanity (none)</li> <li>6. Accepting of the student</li> <li>7. Safety</li> </ol>	<p><b>Definition of Professionalism</b></p> <ol style="list-style-type: none"> <li>1. Judgement</li> <li>2. Ethics</li> <li>3. A Service is Provided</li> <li>4. Extended Training</li> <li>5. Reasoning logically/accurately</li> <li>6. Study to maintain knowledge</li> </ol>
<p><b>Minimizing Student Frustration</b></p> <ol style="list-style-type: none"> <li>1. Motivate Student</li> <li>2. Treat students as individuals</li> <li>3. Keep students informed</li> <li>4. Give credit where credit is due</li> <li>5. Constructive Criticism</li> <li>6. Consistency</li> <li>7. Admit errors</li> </ol>	<p><b>Developing Instructor Communication Skills</b></p> <ol style="list-style-type: none"> <li>1. Role Playing</li> <li>2. More Instructing</li> <li>3. Listening to others</li> <li>4. Receiving more instruction</li> </ol>
<p><b>Three types of Practice</b></p> <ol style="list-style-type: none"> <li>1. Deliberate (specific areas)</li> <li>2. Blocked (Drill to automation)</li> <li>3. Random (used to find weak areas)</li> </ol>	<p><b>Characteristics of Learning</b></p> <ol style="list-style-type: none"> <li>1. Purposeful</li> <li>2. Experience</li> <li>3. Active Process</li> <li>4. Multi-faceted</li> </ol>
<p><b>Learning Theory</b></p> <ol style="list-style-type: none"> <li>1. Behaviorism</li> <li>2. Cognitive</li> <li>3. Combined</li> </ol>	<p><b>Levels of Learning</b></p> <ol style="list-style-type: none"> <li>1. Rote</li> <li>2. Understanding</li> <li>3. Application</li> <li>4. Correlation</li> </ol>
<p><b>Principles (Laws) of Learning</b></p> <ol style="list-style-type: none"> <li>1. Readiness</li> <li>2. Exercise</li> <li>3. Effect</li> <li>4. Primacy</li> <li>5. Intensity</li> <li>6. Recency</li> </ol>	<p><b>Theories of Forgetting</b></p> <ol style="list-style-type: none"> <li>1. Repression</li> <li>2. Interference</li> <li>3. Disuse</li> </ol>

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<p><b>Learning New Skills</b></p> <ol style="list-style-type: none"> <li>1. Desire</li> <li>2. Evaluation</li> <li>3. Application</li> <li>4. Duration</li> <li>5. Performing</li> <li>6. Physical</li> <li>7. Patterns</li> <li>8. Progress</li> <li>9. Knowledge</li> </ol>	<p><b>Obstacles to Learning</b></p> <ol style="list-style-type: none"> <li>1. Anxiety</li> <li>2. Lack of Interest</li> <li>3. Physical Discomfort</li> <li>4. Apathy due to Poor Instruction</li> <li>5. Impatience to move on to next task</li> <li>6. Unfair Treatment Feelings</li> </ol>
<p><b>Factors How People Learn</b></p> <ol style="list-style-type: none"> <li>1. Perceptions: 75% Sight, 13% Hearing</li> <li>2. Insight</li> <li>3. Motivation</li> </ol>	<p><b>Retention of Learning</b></p> <ol style="list-style-type: none"> <li>1. Positive Attitudes</li> <li>2. Association</li> <li>3. Meaningful Repetition</li> <li>4. Praise stimulates Remembering</li> <li>5. More Senses Help</li> </ol>
<p><b>Good Written Test Questions</b></p> <ol style="list-style-type: none"> <li>1. Reliability (consistent results)</li> <li>2. Validity (measures what it is supposed to)</li> <li>3. Usability (Easy to administer)</li> <li>4. Objectivity (No Bias)</li> <li>5. Comprehensive (measures overall)</li> <li>6. Discrimination (between good and poor)</li> </ol>	<p><b>Oral Questions to Avoid</b></p> <ol style="list-style-type: none"> <li>1. Bewilderment</li> <li>2. Toss Up</li> <li>3. Oversized</li> <li>4. Puzzle</li> <li>5. Irrelevant</li> <li>6. Trick</li> </ol>
	<p><b>Characteristics of Good Oral Questions</b></p> <ol style="list-style-type: none"> <li>1. Limited to who, what, where, what, where, why, when</li> <li>2. One Answer</li> <li>3. Apply to subject being taught</li> <li>4. Brief and Concise</li> <li>5. Challenge the Student</li> </ol>
<p><b>Demonstration Performance Method</b></p> <ol style="list-style-type: none"> <li>1. Explanation (ground lesson)</li> <li>2. Instructor Demonstrates</li> <li>3. Student Performs while</li> <li>4. Instructor Supervises</li> <li>5. Evaluation</li> </ol>	<p><b>Elements of the Teaching Process</b></p> <ol style="list-style-type: none"> <li>1. Preparation and study</li> <li>2. Presentation (Lecture, Demo)</li> <li>3. Application (Student uses)</li> <li>4. Review and Evaluate</li> </ol>
<p><b>Lecture Methods</b></p> <ol style="list-style-type: none"> <li>1. Briefing</li> <li>2. Formal</li> <li>3. Illustrated</li> <li>4. Teaching Lecture</li> </ol>	<p><b>Guided Discussion Method</b> (Types of Questions to Ask)</p> <ol style="list-style-type: none"> <li>1. Leadoff</li> <li>2. Follow Up</li> <li>3. Overheard</li> <li>4. Rhetorical</li> <li>5. Direct</li> <li>6. Reverse</li> <li>7. Relay</li> </ol>

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<b>Characteristics of an Effective Assessment</b> <ol style="list-style-type: none"> <li>1. Flexible</li> <li>2. Acceptable to Student</li> <li>3. Specific</li> <li>4. Thoughtful</li> <li>5. Comprehensive</li> <li>6. Objective</li> <li>7. Constructive</li> <li>8. Organized</li> </ol>	<b>Steps in the Teaching Process</b> <ol style="list-style-type: none"> <li>1. Preparation</li> <li>2. Presentation</li> <li>3. Application of Knowledge/Skills by Student</li> <li>4. Review</li> </ol>
<b>Factors That Affect Perception</b> <ol style="list-style-type: none"> <li>1. Sensing the world around us</li> <li>2. Goals &amp; Values</li> <li>3. Time &amp; Opportunity</li> <li>4. Element of Threat</li> </ol>	<b>Human Needs</b> <ol style="list-style-type: none"> <li>1. Physical</li> <li>2. Security</li> <li>3. Belonging</li> <li>4. Self-Esteem</li> <li>5. Cognitive &amp; Aesthetic</li> <li>6. Self Actualization</li> </ol>
<b>Barriers to Effective Communication</b> <ol style="list-style-type: none"> <li>1. Interference</li> <li>2. Lack of Common Experience</li> <li>3. Overuse of Abstracts</li> <li>4. Convustion between Symbol and the Thing being Symbolized</li> </ol>	<b>Basic Elements of Communication</b> <ol style="list-style-type: none"> <li>1. Speaker</li> <li>2. Content or Symbol</li> <li>3. Receiver</li> </ol>
<b>Stages of Aquiring a Skill</b> <ol style="list-style-type: none"> <li>1. Cognitive</li> <li>2. Associative</li> <li>3. Psycho-Motor</li> </ol>	

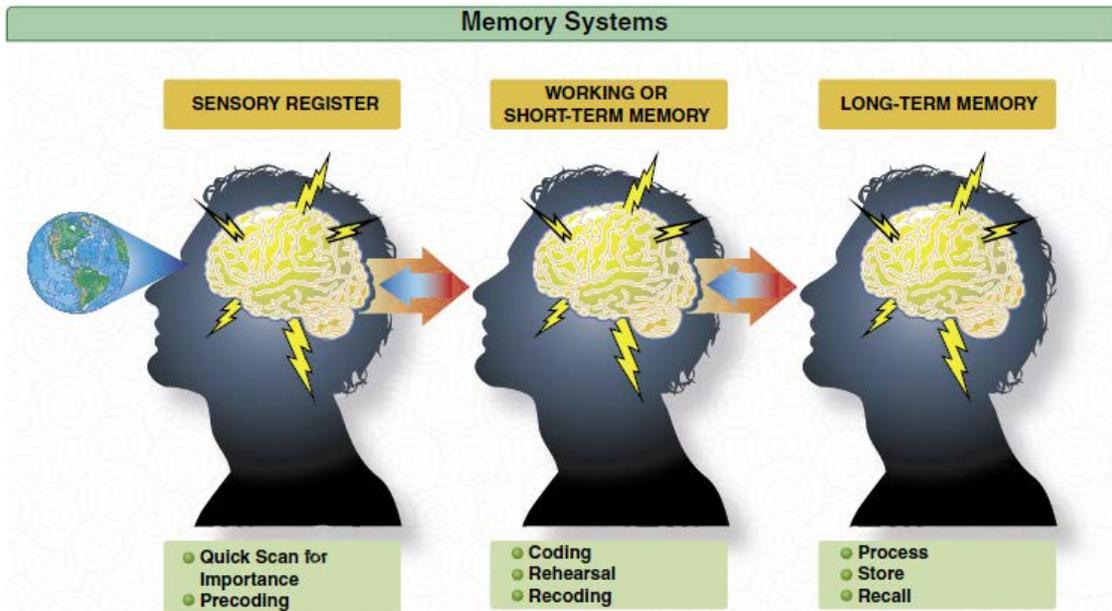


Figure 2-24. Information processing within the sensory register, working on short-term memory, and long-term memory includes complex coding, sorting, storing, and recall functions.

# FOI Flashcard

Cognitive	Affective	Psychomotor
<b>Knowledge</b> <ul style="list-style-type: none"> <li>☑ Recall information</li> <li>☑ Understanding</li> <li>☑ Application</li> <li>☑ Analyze</li> <li>☑ Synthesize</li> <li>☑ Evaluate</li> </ul>	<b>Attitude</b> <ul style="list-style-type: none"> <li>☑ Awareness</li> <li>☑ Respond</li> <li>☑ Valuing</li> <li>☑ Organization</li> <li>☑ Integration</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>☑ Observation</li> <li>☑ Imitation</li> <li>☑ Practice</li> <li>☑ Habit</li> </ul>

Figure 2-8. An overview of the three learning domains.

DEFENSE MECHANISMS
<ul style="list-style-type: none"> <li>☑ Repression</li> <li>☑ Denial</li> <li>☑ Compensation</li> <li>☑ Projection</li> <li>☑ Rationalization</li> <li>☑ Reaction Formation</li> <li>☑ Fantasy</li> <li>☑ Displacement</li> </ul>

Figure 1-4. Several common defense mechanisms may apply to aviation students.

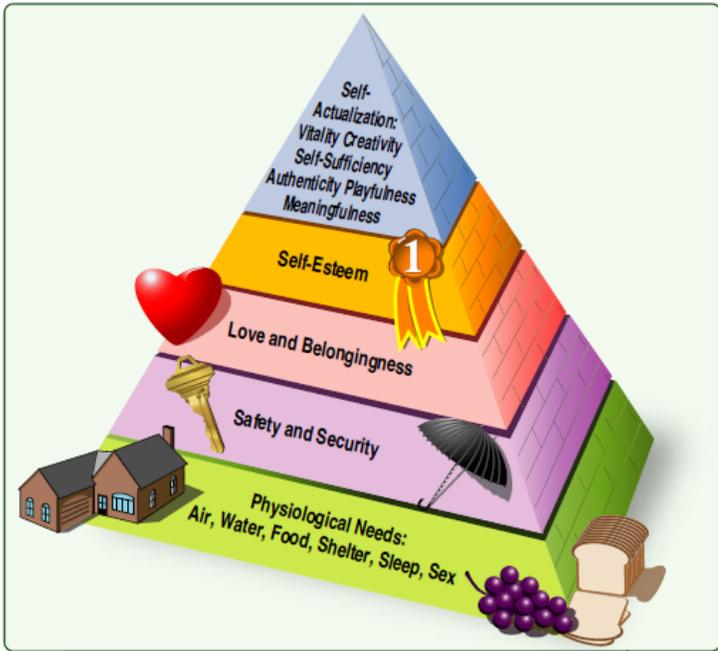


Figure 1-2. Maslow's Hierarchy of Needs.

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Instructor Do's
<ul style="list-style-type: none"><li>✔ Be professional at all times.</li><li>✔ Be sincere.</li><li>✔ Present a professional appearance and personal habits.</li><li>✔ Maintain a calm demeanor.</li><li>✔ Practice safety and accident prevention at all times.</li><li>✔ Avoid profanity.</li><li>✔ Define common terms.</li><li>✔ Continue professional development.</li><li>✔ Minimize student frustration.</li><li>✔ Motivate the student.</li><li>✔ Keep the student informed.</li><li>✔ Approach each student as an individual.</li><li>✔ Give credit when due.</li><li>✔ Criticize constructively.</li><li>✔ Be consistent.</li><li>✔ Admit errors.</li></ul>
Instructor Don'ts
<ul style="list-style-type: none"><li>✔ Ridicule the student's performance.</li><li>✔ Use profanity.</li><li>✔ Model irresponsible flight behaviors.</li><li>✔ Say one thing but do another.</li><li>✔ Forget personal hygiene.</li><li>✔ Disrespect the student.</li><li>✔ Demand unreasonable progress.</li><li>✔ Forget the student is new to aviation jargon.</li><li>✔ Set the student up for failure.</li><li>✔ Correct errors without an explanation of what went wrong.</li></ul>

Figure 7-6. Guidelines for an aviation instructor.