

**CENTRAL WASHINGTON UNIVERSITY
INDUSTRIAL AND ENGINEERING TECHNOLOGY
TRAFFIC SAFETY EDUCATION**

SED 481: Teaching Traffic Safety Education: Classroom & Simulation, 3 credits

FACULTY INFORMATION:

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Course Description:

Methods, materials and techniques for teaching traffic safety education in the classroom and driving simulation lab. Prerequisite: SED 382 or approval by the instructor. Laboratory experience teaching peers and/or high school beginning drivers will be provided.

Course Purpose:

The purpose of this course is consistent with the University mission to facilitate learning for a diverse world. This safety education course is designed to develop knowledge with application to classroom organization, maintaining a learning environment, developing instructional modules for classroom and simulation, and the application with high school students.

Textbooks and Other Required Materials:

1. Harry K. Wong, The First Days of School, Harry K. Wong Publications
2. Washington State Traffic Safety Education Curriculum Resource Guide, 1995
3. Drive Right, Teacher Edition, 2000 (optional)
4. Responsible Driving Teacher Edition, 2000 (optional)
5. Propulsion, Washington Student Edition, 1995 (optional)
6. Simulation Equipment and Laser Disc Programs (provided)
7. Simulation LD Program Booklets (provided by the instructor)

Learner Outcomes:

Assessment:

1. Identify, discuss and demonstrate classroom teaching methods and learning activities that are appropriate to a TSE program.	1. The student will explain the classroom and laboratory integration within the traffic safety education program.
2. Identify, discuss and demonstrate classroom teaching methods and learning activities that are appropriate to a TSE program.	2. The student will develop a classroom presentation on an assigned module using up-to-date curriculum activities.
3. Construct a series of lesson plans related to an assigned module.	3. The student will develop daily lesson plans related to an assigned module.

4. Compare two traffic safety education textbooks to determine quality of content and appropriateness to supplement the curriculum.	4. The student will evaluate two TSE textbooks following the prescribed format to determine the best match for the outcome-based curriculum.
5. Demonstrate the proper use of the Doron L225 simulation instructor console, laser disc programs, driving simulator units and teaching techniques to assist student knowledge and management of time, space and visibility.	5. The student will effectively operate the Doron L225 simulation equipment, laser programs while teaching peers and high school students with primary focus on safe operational procedures in managing time, space and visibility.
6. Demonstrate effective teaching methods while using the L225 simulation system to increase student knowledge of best practices.	6. The student will effectively teach a simulation lesson while using the L225 system with primary focus of the safe operational procedures of today's automobile.
7. Observe TSE classroom and simulation teaching of novice high school students.	7. Participate in classroom teachings of novice TSE students and submit a one page summary of the experience.

Course Outline:

1. Introduction:

- 1.1 Course overview
- 1.2 Course requirements, policies, procedures and instructional strategies, grading requirements, reading assignments and scheduling requirements

2. Aims and Purposes of Traffic Safety Education Instruction:

- 2.1 Philosophy and rationale for traffic safety education
- 2.2 Classroom and laboratory integration
- 2.3 The driving task application to classroom and laboratory
- 2.4 Sequencing learning tasks from simple to complex
- 2.5 Washington State requirements for beginning drivers
- 2.6 Entry level requirements for beginning drivers
- 2.7 Developing risk management principles of time, space, visibility
- 2.8 Applying national and local program goals

3. Facilitating Classroom Learning and Habit Development

- 3.1 Outcome-based approach
- 3.2 Formulation of goals and outcomes
- 3.3 Curriculum background at national and state level
- 3.4 Module structure for Washington State curriculum
- 3.5 Curriculum guide structure and use
- 3.6 Role of the teacher in a performance-based approach
- 3.7 Classroom management
- 3.8 Fundamental skills for effective teaching
- 3.9 Qualities of an effective teacher
- 3.10 Selection of teaching strategies

3.11 Preparation for instruction

3.12 Lesson plan selection and development

- Content, format and components
- Clear and appropriate outcomes
- Achieving instructional outcomes
- Use a variety of available materials for instruction
- Use of the instructional plan for enhancing learning

3.13 Basic Driver competencies

3.14 Instructional strategies

- Large group
- Small group
- Role play
- Independent study
- Projects
- Discussion
- Lecture
- Effective questioning
- Individualized learning styles
- Transfer of learning from class to lab
- Cooperative learning
- Demonstrations
- Guided practice
- Influencing student behavior

3.15 Driver performance systems

- Perceptive driving
- Managing visibility, time, space
- Zone control system
- Human functions (Smith, IPDE, WEA)

3.16 Evaluation and assessment and record keeping

3.17 Student portfolios

3.18 Criteria testing

3.19 Test selection, construction and usage

3.20 Instructional technology

4. Methods, Materials, Teaching Strategies for Simulation Instruction:

4.1 Simulation defined

4.2 Advantages, disadvantages

4.3 The simulator system

4.4 Relationship of simulation to in-car instruction

4.5 Equipment orientation

4.6 Skill development

- Projection system
- Instructor control unit and components
- Simulator units

4.7 The laser disc program library

4.8 Role of the teacher

4.9 Preparation for teaching beginning students

- Lesson plan selection and development
- Film review process
- Teacher manual contents and review
- Supplementary aids and materials

4.10 Instructional techniques unique to teaching driving simulation

- Student preparation
- Use of the laser disc player and projector
- Drills
- Pointer light use
- Interjecting comments
- Visual aids
- Commentary driving
- Student assessment of learning
- Follow-up activities
- RIA method
- Zone control and space management

4.11 Transfer of learning from simulation to on-street

5. Simulation Use Considerations:

5.1 Maintenance and care

5.2 Student scheduling

5.3 Integration with class and on-street

5.4 Types of simulation systems

5.5 Record keeping

Instructional Methods:

1. Audio visual presentations
2. Use of PowerPoint
3. Small and large group discussion
4. Teaching Peers and high school students
5. Classroom observations
6. Observation of simulation peer teaching
7. Development of classroom teaching plans

Assessment:

1. Students will be evaluated on written assignments, classroom teaching, and simulation teaching of peers and/or high school students.
2. The following grade scale will be used for exams, written assignments and teaching classroom and simulation.
A = 95-100% B+ = 87-89% C+ = 77-79% D+ = 67-69%
A- = 94-90% B = 83-86% C = 73-76% D = 63-66% F = below 60%
B- = 80-82% C- = 70-72% D- = 60-62%
3. Keep a portfolio including lesson plans for class and simulation teaching
4. File of resources from various agencies

Classroom teaching	20%
Simulation teaching	15%
Textbook evaluation & other assignments	15%
Resource file	10%
Midterm exam	20%
Final exam	20%

Assignments are to be turned in at the beginning of class on the due date. Late assignments are not usually graded except in special circumstances. In such cases, the assignment will be accepted up to only one day late and will be given 50% of the earned grade.

An incomplete (**I**) will be given only in special circumstances and will be determined on an individual basis. In any case the student will have two weeks or less to complete the required work.

Course Requirements:

1. Attend all class and assigned laboratory sessions
2. Successfully complete the following written work:
 - a. Midterm exam
 - b. Final exam
 - c. Lesson plans for each lesson taught
 - d. Assigned activities
 - e. Textbook evaluation
 - f. Resource file
3. Successfully complete the following practical assignments:
 - a. Observe and critique assigned simulation and classroom sessions
 - b. Teach assigned simulation and classroom sessions.

ADA Statement:

Students who have special needs or disabilities that may affect their ability to access information and or materials presented in this course are encouraged to contact the instructor and ADA Compliance Officer, Director, ADA Affairs and Students Assistance on campus at 963-2171 for additional disability related educational accommodations.

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