

Understanding Students Better

Tips for Communicating

Motorcycle Ohio

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Your Facilitators

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Adult Learning Principles

Adult learning is a core component of life-long learning and a foundational principle of the Motorcycle Ohio's program.

General characteristics of adult learners include:



Self-directed/autonomous

Instructors are the guides who facilitate the learning process for adult learners, who are 100% responsible for their own learning.



Relevancy-oriented

Adult learners need to know the reasons why. To value learning, they must see how learning directly relates to what they want to achieve.



Connected to prior knowledge & life experience

Adult learners draw significantly upon their past knowledge and experience when learning.



Practical/Applicable

Adult learners must be able to apply theoretical concepts to their real-life situations in order to value them



Goal-oriented

Adult learners are intrinsically motivated to successfully complete learning tasks and activities.



Collaborative

Adult learners thrive in collaborative relationships with their educators. When learners are respected as adult peers, instead of treated as young students

Adult Learning Model

Adult learning as a continuous cycle of relevant, experiential learner-driven activity characterized by DO-REFLECT-APPLY.



DO
Experience (riding)



Re f l e c t
Debriefing after exercises



A p p l y
Relate to their own experience and practice

What is the difference
between facilitation vs
instruction?

When do we utilize
these in our curricula?



Student-Centered Learning

Facilitation and instruction are used in Motorcycle Ohio's curriculum to enhance the learning.



Instruction

- Delivery of information
- Telling a person how to do something
- Used when giving exercise directions



Facilitation

- Discovery of information
- Guiding a person to learn how to do a task
- Used when coaching on range or in classroom learning

What struggles have you encountered when communicating with students?



Factors that Impact Learning

Adult learners need to have a safe environment, the mental capacity and the physical ability to get started in the process of DO-REFLECT-APPLY.



Environment

Does the student feel safe?

Does the body language, tone and words the instructor uses create a welcoming and encouraging environment?

Do weather conditions require more attention? (additional breaks, reminders to drink water, etc.)



Mental/Emotional Capacity

Is the student focused on the task of learning?

Is the student able to utilize adult learning principles?



Physical Skills

Does the student have the motor skills required to operate a motorcycle?

In small groups, determine the following for your scenario



1) Identify the potential problem

(What's going on with this student? Factors impacting learning: environment, mental/emotional, physical)



2) Determine the solution

(What can the instructor do?)



3) Delivery of message

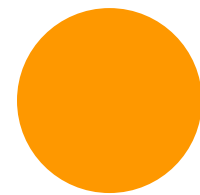
Think of 3 different ways to convey the same message (verbal and/or non-verbal)

Share your scenarios
and solutions



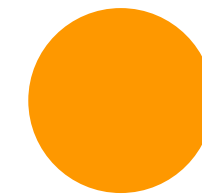
Solutions to Communicate Better with Students

How can you meet students' needs?



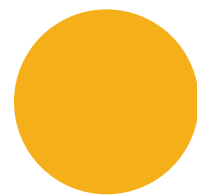
Convey same thing in different ways

Instead of repeating the same words over and over, try using different words or signals (verbal and non-verbal) to help the student understand.



Encourage student to get feedback from both instructors

If there are two lanes during an exercise, with an instructor at each, ask the student to give the other side a try (see if the other instructor can provide coaching in a different way)



Ask how you can support them

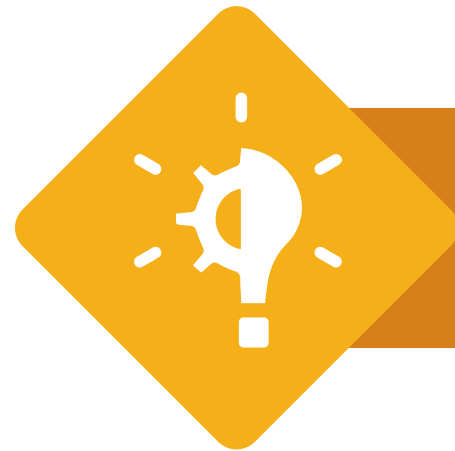
"Is there something I can help you understand better?" (tone and rapport with student has a lot to do with this)



Be concise

Don't give long explanations or coaching tips.

Personalities and Learning Styles



Understanding yourself

Our different personalities and learning styles play a role in our interaction with students and their particular personalities and learning styles.



Understanding your students

How can you first understand, then meet the needs of your students while delivering the curriculum?

Less Talking, More Doing



Discovery

The more time a student is “doing” (riding), the more learning is occurring. (do-reflect-apply). Learning is creation, not consumption. Most feedback comes from the motorcycle.

Learning Involves the Mind and Body

Instructors should use Adult Learning to engage many parts of the brain, maximizing the natural way people learn in an environment optimized for adult learners.





Thank you!

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Scenario 1

Bobby has never ridden a motorcycle before and has voiced that he needs his endorsement before his vacation next week.

During the first couple of range exercises during class, he is inconsistent with clutch and throttle control. He occasionally stalls the engine while taking off and is dumping the clutch as well.

Scenario 2

After the first few runs of the upshifting and downshifting exercise, Ashley is telling the instructor that she doesn't understand why she can't get the hang of shifting.

The instructor feels that she's on the right track for her practice thus far.

She appears to understand the mechanical process, but is unhappy with her progress.

Scenario 3

Conner has ridden before and doesn't seem to be willing to put in the practice to improve his skills. Rather than trying to set a good example for newer riders, he is riding erratically because he's bored.

The instructor notices that his behavior is negatively impacting other students.

Scenario 4

Hannah keeps staring at the ground just ahead of her front tire. She is wobbly and seems fearful of increasing her speed.

Scenario 5

Austin is a new rider and appears nervous. He continues to cover the front brake lever, even with the instructor reminding him to keep all fingers around the throttle while riding.

He has very abrupt brake application, which has resulted in a front wheel skid.

Scenario 6

During classroom, Danny had a lot of questions about the controls and how they operate.

On the range, he keeps stalling the motorcycle when coming to a stop. The instructor has seen Danny fail to pull in the clutch upon stopping.