

VTS Users Notes



Notes about your new Visual Teaching System

We hope that you will enjoy using your *DriverActive Visual Teaching System* (VTS) to enhance your lesson presentation and help your customers. These notes explain the design features and use of the system.

We suggest that you keep your VTS pages in a flexible PVC wallet - these are readily available at good stationery stores and will allow you to use a dry wipe marker pen (whiteboard marker) when using the diagrams. Note that we suggest use of a folder rather than 'laminating' the sheets. PVC folders will take a fair amount of in-car 'abuse' and still look tidy. When it does eventually start to wear, you can simply transfer your diagrams to another wallet (reprinting any which have faded with the sun). Your pack can also be easily upgraded with your own material or supplementary such as the 'Not My Fault' coaching diagrams available for purchase from ADIMasterClass.co.uk or free for download by Gold Members.

Using the system

- Always hold your *DriverActive VTS* so that it can be easily seen by the learner; checking that there is not too much 'glare' on bright days
- Use a dry-wipe pen (often called dry-marker or whiteboard marker) to draw on the diagram. Dry markers can be wiped clean with a tissue or cloth.
- When using your *DriverActive VTS* for briefings or explanations, spend about twenty seconds to explain each (green) bullet point in turn, discussing the importance and relevance of that particular point and asking questions to stimulate understanding
- On diagrams with a lot of information, circle the area of immediate discussion with your dry marker pen to focus the learner's attention on the relevant material
- Highlight each key learning point by underlining or ticking it off as you go along
- Explain each subject in chronological order, i.e., the same order that it will be done on the road, leading your pupils step-by-step through the diagrams
- Use your dry marker pen to draw the position of your vehicle/other road users directly onto the road layouts
- ***Get into the habit of using the DriverActive Visual Teaching System every time you pull up to discuss areas for improvement or introduce new skills***
- Use the system as a basis for questions - each bullet point can be phrased as a question (or indeed, several questions). Although 'telling' is an important part of your job, by 'asking' you will help your pupils to gain a deeper level of understanding.
- ***Have fun! That way your customers will enjoy their lessons, learning quickly and easily...***



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Using your new visual aids for maximum efficiency

Psychological studies have estimated that 75% of all information processed by the brain is visual. Because light travels fast (something like 180,000 miles per second!), the eyes can gather a lot of information quickly and the visual cortex, used to dealing with 2,000,000 bits of information per second, can make sense of it equally quickly.

One of your primary roles when working as a driving instructor is to help people make sense of existing information or understand new information when teaching a new subject and/or correcting errors. By using well-designed visual material, coupled with questions and explanations you will usually get your message across quicker and easier than by any other method. Visual material used in driver training can include graphs, charts, photographs, plans, maps, video, simulations on laptop computers, demonstrations, models, etcetera; anything that can provide useful '*food for the eyes*' is valid as a visual aid.

Diagrams are the most common form of visual aid used by driving instructors. The benefits that make them effective during day-to-day lessons make them an essential aid during part-three examinations and check-tests. The best visual aids are those that you can 'make your own' by modification; this is because of the way your brain develops, sorts and remembers information; it generally prefers self-generated ideas when it comes to memory and recall.

The specially designed key point *DriverActive Visual Teaching System* gives you the benefit of years of teaching experience and professional presentation coupled with a flexible system that can be added to or modified.

Visual aid diagrams have two main functions. These are:

1. To assist the teacher (teaching aids)
2. To assist the learner (learning aids)

To help you to understand why the *DriverActive VTS* is so effective the following notes explain some of the design criteria. Covering:

- A. The *triggers* needed to help instructors recall key lesson information
- B. Avoiding confusing by careful design
- C. Supplying visual information to fit the learner's needs

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1. Key information triggers

Your brain naturally remembers information that it has grouped together. Your DriverActive VTS makes use of this natural ability. For example, when you read the word 'kitchen', you have a key to lots of information stored in your mind, which up to this point has been dormant. This could be information about the colour scheme in your kitchen, pans, cooker, fridge, cupboard, sink, and washing machine etcetera. (It might also bring in emotional information such as the fight that you had in the kitchen!).

Within the kitchen list above there are further key information words. For example, 'fridge' might bring to mind ice box, temperature, food, vegetables, last weeks curry and so on. Your key teaching trigger points can be grouped in a similar way, taking advantage of the brain's natural storage and retrieval mechanism.

The trigger points on a diagram for reversing to the left might be:

- Moving off
- Check side road
- Pulling up
- Starting to reverse
- *Point-of-turn*
- Going around
- Finishing

As soon as I think of reversing these points spring to mind (as with the points linked to the word kitchen above). Within the reversing list we might break down each point into sub-points. For example: *point-of-turn* might include:

- Pause for observation all around
- Steer two turns left
- Look back into the side road keep, the speed down.

2. Confusing for the learner?

Learners need start and finish points with a clearly defined link between the two. They benefit most from easy to follow and uncluttered information.

Many diagram systems have notes for the teacher - lesson prompts. But details such as notes that remind you to '*remember to talk about the shoulder check when moving off*' could be confusing for the learner when written on your diagram; long phrases like this will also make the page look 'busy' and thus be visually confusing.

Your *DriverActive VTS* offers useful, easy to read information in ways that learner drivers can easily understand without confusion - but at the same time, the key point bullets act a valuable prompt to lead the instructor 'step-by-step' through the teaching process.

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3. Useful for the learner

The designer of the *DriverActive VTS (John Farlam)* has taken note of the fact that each individual has his/her own way of making sense of the world around them. In simple terms, some people love pictures, charts and diagrams (visual); these people like to *see* exactly what to do. Some people like words and lists (auditory); they like to *hear* exactly what to do and gain benefit from key point words written on the diagram (they hear the written words in their heads). Some people like *doing* things (physical); they probably learn best by running a model over the diagram or drawing directly on to it (the physical activity helps them to code their memory) - these people have to *feel* right about doing things.

In order to fulfil all of the above criteria your *DriverActive VTS* has:

- Clear titles (for everyone)
- Diagrams showing layout and road markings (for *visual* people)
- Limited text - single word key points and sub-points that have very brief explanations - something to discuss (for *auditory* people)
- A surface that can be drawn on or that you can move models on (for *physical* people + everyone)

Using your visual aids

Use *dry wipe* marker pens to highlight specific actions (the folder can be wiped clean with a tissue or cloth). Make sure that your learner can see the visuals clearly. Beware of glare from sunlight, etcetera.

When using the diagrams, follow a clear path through the drawing as if telling a story. Starting at the beginning of the manoeuvre, mark each key point as you go. If you are not used to doing this, start by using a model car on the diagram, this will 'force' a step-by-step approach.

Part-three tip!

Spending approximately 20 seconds discussing each key point (green bullet) of the *DriverActive Visual Teaching System* will give you a satisfactory briefing for each subject - you already know all the information you need (if you didn't, you wouldn't have been able to pass Part-Two!).

