

NAVAL AIR TRAINING COMMAND



NAS CORPUS CHRISTI, TEXAS

CNATRA P-1225 (Rev. 07-09) PAT

FLIGHT SUPPORT LECTURE GUIDE



**IUT, AVIATION INSTRUCTOR
INDOCTRINATION**

T-45C IUT

2009



DEPARTMENT OF THE NAVY

CHIEF OF NAVAL AIR TRAINING
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CNATRA P-1225 (REV. 07-09)

Subj: FLIGHT SUPPORT LECTURE GUIDE, IUT, AVIATION INSTRUCTOR
INDOCTRINATION, T-45C IUT

1. CNATRA P-1225 (Rev. 07-09) PAT, "Flight Support Lecture Guide IUT, Aviation Instructor Indoctrination, T-45C IUT" is issued for information, standardization of instruction, and guidance for all flight instructors and student aviators within the Naval Air Training Command.
2. This publication shall be used as an explanatory aid to support the T-45C Flight Training Curriculum. It will be the authority for the execution of all flight procedures and maneuvers herein contained.
3. Recommendations for changes shall be submitted via CNATRA TCR form 1550/19 in accordance with CNATRAINST 1550.6E.
4. CNATRA P-1225 (05-98) PAT is hereby cancelled and superseded.


JAMES A. CRABBE
Chief of Staff

Distribution:
CNATRA N7 (5) Plus Original
COMTRAWING ONE (200)
COMTRAWING TWO (200)

FLIGHT SUPPORT LECTURE GUIDE
FOR
IUT, AVIATION INSTRUCTOR INDOCTRINATION

T-45C IUT

P-1225



LIST OF EFFECTIVE PAGES

Dates of issue for original and changed pages are:

Original...0...15 May 98 (this will be the date issued)

Revision 1...0...08 Sep 09

TOTAL NUMBER OF PAGES IN THIS PUBLICATION IS 22 CONSISTING OF THE FOLLOWING:

Page No.	Change No.	Page No.	Change No
COVER	0		
LETTER	0		
iii – vii	0		
viii (blank)	0		
1-1 – 1-11	0		
1-12 (blank)	0		
A1	0		
A2 (blank)	0		

INTERIM CHANGE SUMMARY

The following Changes have been previously incorporated in this manual:

CHANGE NUMBER	REMARKS/PURPOSE

The following interim Changes have been incorporated in this Change/Revision:

INTERIM CHANGE NUMBER	REMARKS/PURPOSE	ENTERED BY	DATE

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CHAPTER ONE
CLASSROOM ORIENTATION

100. INTRODUCTION – N/A

COURSE/STAGE:

- IUT, Aviation Instructor Indoctrination

LESSON TITLE:

- Classroom Orientation

LESSON IDENTIFIER:

- T-45C IUT AII-03

LEARNING ENVIRONMENT:

- Classroom

ALLOTTED LESSON TIME:

- 1.2 hr

TRAINING AIDS:

- Samples of:
 - a. T-45C NATOPS Flight Manual, A1-T45AC-NFM-000
 - b. TRAWING One In-Flight Guide Workbook
 - c. CAI Student Guides
 - d. Flight Training Instruction (FTI)
 - e. Master Curriculum Guide
 - f. Aviation Training Jacket (ATJ)

STUDY RESOURCES:

- CNATRAINST 1500.4--Training and Administration Manual

LESSON PREPARATION:

- N/A

REINFORCEMENT:

- N/A

EXAMINATION:

- N/A

101. LESSON OBJECTIVES

1. Receive information on the content, format, and organization of the Instructor's Lecture Guide
2. Receive information on format and organization of lecture workbooks
3. Receive information on the content, format, and organization of the T45TS FTIs
4. Receive information on the content, format, and organization of the Master Curriculum Guide
5. Describe set up procedures and capabilities of CBT terminal, and large screen projector
6. Describe procedures for operation of CBT software in MIL setting
7. Describe appropriate classroom conditions required for MIL

102. MOTIVATION

The T45TS uses up-to-date instructional technology to meet the special requirements of Naval aviation training. A unique electronic classroom allows you to present any visual aid from a single station. As an instructor, you will be expected to operate the electronic classroom effectively and coordinate its components with your training materials.

103. OVERVIEW

This lesson is designed to familiarize you with the electronic classroom, provide the necessary publications and explain their uses, and present information on the T-45 training process.

1-2 CLASSROOM ORIENTATION

In this lesson, you will receive information on:

1. Classroom media
2. Classroom environment

104. PRESENTATION

Classroom Media

LESSON NOTES

Use the publications listed on the coversheet as examples during this lesson.

1. Publications
 - a. MIL (mediated interactive lecture) Lecture Guide; utilized for ground courses as well as Flight Procedure (FP) lectures
 - i. Contents
 - (a). Hardcopy outline of information presented via MIL
 - (b). Training aid designators provided in Lecture Guides; indicated by boxes in margin and italicized to assist in their presentation
 - (c). Boxed instructor/lesson notes provide instructors with information on how to use specific training aids, how to discuss specific topics, the need to clarify certain topics, and other issues related to effective instructional presentation
 - (d). Embedded questions and their (in-class) answers aid in material presentation and IUT/SNP comprehension
 - (e). Progress checks are similar to test questions and should be used by instructors to help students prepare for examinations

PROGRESS CHECK

Question 1 – How might the "Lesson Preparation" portion of the lesson be used by SNPs?

ANSWER: Answers will vary, but they should include something like, "To help organize their thoughts before beginning a lesson, to frame what information will be tested, to locate reinforcement activities."

- (f). Common error descriptions and correctional techniques when appropriate
- ii. Organization
 - (a). Cover page: contains course title, lesson title, lesson time, and list of training aids
 - (b). Lesson preparation: informs instructor what background material will be referenced during this lesson
 - (c). Reinforcement activities
 - (d). Examination
 - (e). Lesson objectives: lists objectives in order of presentation
 - (1). Definition: written statements that describe knowledge, skill(s), or task(s) IUTs or SNPs must master
 - (2). Two characteristics of each objective
 - i) Performance: SNP behavior to be achieved
 - ii) Minimum academic standards are 80%
 - (f). Prefatory material
 - (1). Motivation: presents lesson rationale
 - (2). Overview: presents lesson organization
 - (3). Refresher (optional): connects lesson content to previous learning
 - (g). Presentation: outlines lesson themes, topics, and subtopics
- b. Workbooks
 - i. Purpose: standalone, hardcopy lesson used with FTI to fill in understanding of maneuvers/flight procedures and flight planning and to allow you/your students to practice using acquired knowledge
 - ii. Contents

- (a). Cover page: contains course title, lesson title, lesson time, and list of training aids
- (b). Lesson preparation: informs what background material will be referenced during this lesson
- (c). Reinforcement activities
- (d). Examination
- (e). Lesson objectives: lists objectives in order of presentation
- (f). Prefatory material
 - (1). Motivation: presents lesson rationale
 - (2). Overview: presents lesson organization
 - (3). Refresher (optional): connects lesson content to previous learning
- (g). Presentation: outlines lesson themes, topics, and subtopics
- (h). Progress checks (with answers) will be provided to help you assess your comprehension

PROGRESS CHECK**Question 2 -- What is the purpose of a workbook lesson?**

ANSWER: Workbook lessons are standalone, hardcopy lessons used with the FTI to fill in understanding of maneuvers/flight procedures and flight planning and to allow IUTs and SNPs to practice using their knowledge.

- c. CAI Lesson Guides
 - i. Content: hardcopy topical outline of information presented via CAI
 - ii. Organization
 - (a). Cover sheet: contains course title, lesson title, lesson time, and list of training aids
 - (b). Lesson objectives: lists objectives in order of presentation
 - (c). Lesson support

- (1). Note-taking: space provided to enter notes about each lesson
- (2). Illustrations: hardcopy of selected online and support graphics

NOTE

Course evaluation forms will be provided with lecture, workbook,
and CAI lessons.

- d. Flight Training Instructions (FTI): primary training documents
 - i. Content
 - (a). Established procedures for executing maneuvers within each stage
 - (b). Techniques for performing maneuvers
 - (c). Common error detection and correctional techniques
 - (d). Full narrative description of specific maneuvers as performed
 - ii. Organization
 - (a). Introduction: states content of that particular FTI
 - (b). Substance: describes and establishes parameters for each maneuver in chronological order of flight
- e. Ground Training Systems Operating Procedures: handbook for procedures to operate the following;
 - i. CAI lessons
 - ii. TIMS operations
- f. Master Curriculum Guide
 - i. Contents
 - (a). Course map representing the sequence of training modules (Mods)
 - (b). Briefing

- (1). Normal recommended time for briefing: 90-120 minutes prior to published takeoff time
 - (2). List of minimum items that must be briefed to all flight members
 - (c). Schedule limitations: maximum time/schedule parameters under which SNP will be trained
 - (d). Flight standardization: grading criteria for all flight events is contained in CNATRAINST 1500.4.
 - (e). Administration: curriculum scheduling regulations that serve as prerequisites to certain listed flights
 - (f). Emergency procedures: IAW NATOPS and local course rules
 - (g). Definitions: terms used to describe type of training objective
 - (h). Flight support: stage-specific lectures followed by an examination
 - (i). Academic training: IAW course map
 - ii. Training hour summary breaks out according to each curriculum type
 - (a). Flight training
 - (b). Simulator training
 - (c). Flight support lessons (MIL, CAI format: Formation, Weapons, etc.)
 - (d). Academic instruction (MIL, CAI format: Meteorology, Aerodynamics, Engineering, etc.)
 - iii. Module summary: summarizes content of each module
 - iv. Academic curriculum
 - (a). Period requirements: lists module number and symbol designator
 - (b). Description: describes content of each lesson
 - (c). Duration: lesson length
2. Audio visual--electronic classroom

- a. Concept of electronic classroom: standardization officers will teach lecture courses in the electronic classroom, but every IUT should take an interest now because
 - i. You may be assigned as standardization officer
 - ii. You may be required to fill in temporarily for standardization officer
 - iii. The technology provides exposure to new environment so that you will be better able to observe teaching techniques employed by instructors
- b. System replaces films, slides, and transparency projectors and allows instructors to present all visual aids from one station
- c. Directs and controls access to computer graphics, video sequences and still images, and the computer
- d. Presentation speed controlled by instructor
- e. Standardizes lesson presentation order
- f. Formatted to allow instructor to randomly access material within a given lesson for reviews and explanations
- g. Demonstration of equipment (on large screen projector)
 - i. Startup procedures
 - ii. Demonstration of control features (instructor control options for reviewing previous material)
 - (a). Video sequence/dynamic sequence

Video Example (Play video)



- (b). Still photography
- (c). Art/text displays
- (d). Audio support of visual displays
- (e). Video materials are available for your review at learning center
- (f). Write on screen

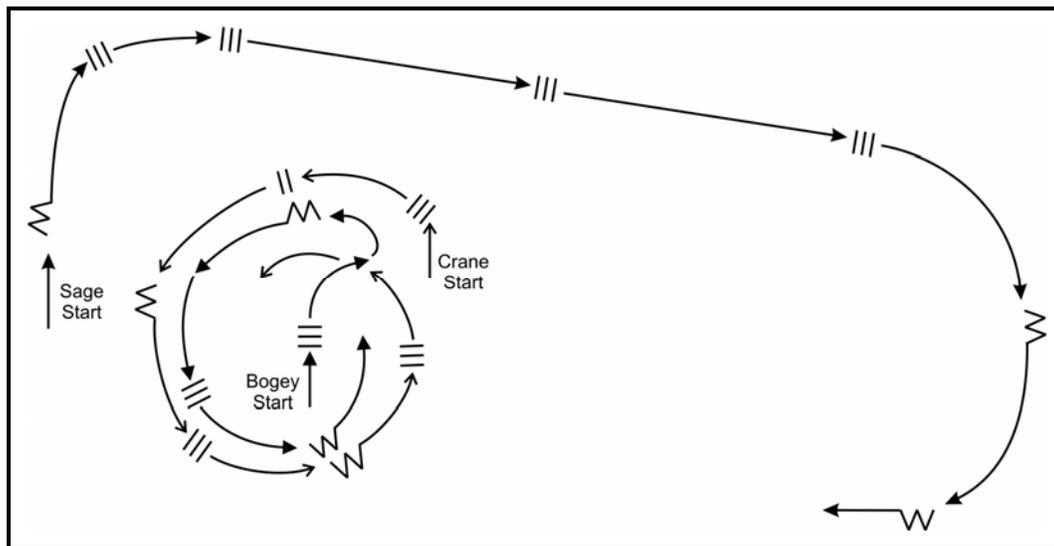


Figure 1-1 Display Graphic Example

PROGRESS CHECK

Question 3 -- You are teaching an ACM FP and wish to access a display image from a TacF FP. Can you do this in the electronic classroom?

ANSWER: Yes, by exiting the ACM lesson and calling up the TacF lesson.

Classroom Environment

What do you think is the most important part of setting up a good classroom environment?

ANSWER: Answers will vary, but should mention some of those areas listed below.

1. Size of class/classroom
 - a. Number of students should not exceed 10, if possible
 - b. Distance between instructor and students (between podium and seats) should be limited
2. Lighting: adjust for best visual presentations
3. Temperature (better cooler than warmer)
4. Ventilation (fresh, circulated)

5. Equipment
 - a. Care of screen
 - b. CBT computer system
 - c. Use of mouse as remote control and keyboard controls available to instructor
 - d. Pointers/cursor or write on screen to highlight components of a display
6. Readability of visuals (maps/charts)

105. SUMMARY

In this lesson you received information on:

1. T45TS instructional materials, publications, and equipment and their uses
2. Publication contents, formats, and uses
3. Classroom environment

106. CONCLUSION

Having been familiarized with the T45TS and training materials, you should now be more comfortable with integrating the various components and using the system to its fullest.

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**APPENDIX A
GLOSSARY**

A100. INTRODUCTION – N/A

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