



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Using simulators while teaching IFR:

- a) Shouldn't be done because it doesn't build hours
- b) Should be done by the student alone at home
- c) Is more effective than training in a real airplane
- d) Is less effective than training in a real airplane

The best parts of using simulators include:

- a) The pause button
- b) The ability to create realistic failures & weather
- c) The ability to focus on & repeat skills / procedures
- d) All of the above

The best way to incorporate simulators into IFR training is:

- a) Sim then fly for each objective
- b) Fly only
- c) The legal 10 hours BATD than all flight
- d) Fly and only use sim for problem areas

To be effective in IFR training simulators:

- a) Are only best at part 141 schools
- b) Have to exactly replicate the student's avionics
- c) Can be as simple as a laptop with yoke / rudder pedals
- d) Have to be approved by the local FSDO

Written lesson plans:

- a) Should include assigned reading & video homework
- b) Aren't needed at part 61 schools
- c) Must be approved by the local FSDO before using
- d) Aren't needed if you just use the ACS

Autopilots during IFR training:

- a) Should never be used because it is more important to learn how to hand fly
- b) Should never be used until the end, right before the check ride
- c) Should be used before hand flying & 50% of the time
- d) Should never be used and placarded "INOP" to simplify the check ride

Using Autopilots to demonstrate maneuvers and approaches 1st:

- a) Should never be used because it is more important to learn how to hand fly
- b) Helps the student see what they should accomplish
- c) Is only needed on approaches with APV
- d) Shouldn't be done if the instructor doesn't know that particular autopilot

If an autopilot is installed, what will the examiner expect during the check ride

- a) The student will be proficient in all of the functions in flight
- b) The student will use it most of the time to reduce workload
- c) The student can quickly disable and hand fly during malfunctions
- d) All of the above

ForeFlight/EFB programs during IFR training:

- a) Should be used from the first lesson
- b) Should only be used after paper maps are mastered first
- c) Should be used but have geo referencing disabled
- d) Should not be used at all during IFR training to keep things simple

ForeFlight/EFB use on the check ride:

- a) Is discouraged because examiners like paper better
- b) Can make the check ride easier, show good ADM, and reduce workload
- c) Can cause a failure if the student is not trained to proficiency
- d) Both B & C

ForeFlight/EFB is better than paper charts during flight and on the check ride because:

- a) The ACS specifically mentions them under risk management
- b) They can provide in-flight weather
- c) Geo-referencing increases situational awareness
- d) All of the above

The ground session at the beginning of a lesson should:

- a) Review assigned homework
- b) Review previous lesson progress
- c) Introduce new concepts with plan for today
- d) All of the above

In-flight training is most effective using which format?

- a) Instructor demo / student practice
- b) VFR demo / Guide / Perform, IFR demo/Guide/Perform
- c) Repeated student practice
- d) Several new skills each lesson

30 min of ground to review after the flight should include:

- a) Positive feedback first and last
- b) Visual feedback like CloudAhoy and ForeFlight track logs
- c) Student questions and what's next
- d) All of the above

With autopilots, GPS, and glass displays, the examiner will ask the student what during the oral portion of a check ride:

- a) To show manuals and supplements
- b) To explain preflight testing, updating databases, & database alerts
- c) To explain limitations and emergency operations
- d) All of the above

When teaching students how to use ForeFlight, their GPS, display, and autopilots:

- a) Should just play with it until it works
- b) Shouldn't teach them if they don't have a Mastery level of knowledge
- c) Must be trained **OR** provide other **#MasteryNotMinimum™** level training
- d) Only know enough to work the basic functions

What other mistakes do you think good instructors make? Send me your suggestions and comments for future programs!

Email me anytime
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Thanks for being a partner in making GA safer.

MasteryNotMinimums™

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ATP, Master CFI, CFII, MEI
Lead Rep FAA Safety Team
2019 FAA NATIONAL CFI OF THE YEAR