

Scuba Instructor – System – Version 1

1. When comparing teaching and learning, ultimately, it is not the teaching that counts, but the learning.

- a) True
- b) False

2. Objectivism is based on the premise that there is a true and correct answer, or a right way for doing something – regardless of context.

- a) True
- b) False

3. Learning how to deal with external factors can be done independently of the context in which these factors exist.

- a) True
- b) False

4. The development of modular courses was good from an educational point of view, but had little impact on the number of people who participated in a diving course.

- a) True
- b) False

5. Which of the following are assumptions of an objectivist teaching style (check all correct answers)?

- a) The instructor and the system are the (sole) sources for all that has to be learned
- b) All students required (and desire) the same information for fulfilling the same performance requirements
- c) Students are interested in learning what the teacher teaches
- d) Diving conditions vary and decisions students take must be adapted to that variation

6. Bringing context back as a key element of education has the advantages that it places the instructor in a central role. It increases the value of the instructor.

- a) True
- b) False

7. Taking context into account in diving courses may be interesting for students, but is hardly of any benefit for the instructor.

- a) True
- b) False

8. The existence of an instrument for self-regulation is important because it can prevent undesired political intervention, aid in acquiring insurance coverage and be of help in settling legal disputes.

- a) True
- b) False

9. For diving courses, a compromise must be found between an acceptable level of risk during training and an acceptable level of safety after certification.

- a) True
- b) False

10. Developing new motor skills works best if external factors are excluded as much as reasonably possible.

- a) True
- b) False

11. Cognitive disequilibrium creates a desire to learn in order to re-establish cognitive harmony.

- a) True
- b) False

12. Presentations are always the most effective way for passing on theory knowledge.

- a) True
- b) False

13. Theory presentations have an introduction, a main part (or body) and a closing.

- a) True
- b) False

14. An objective relates why it is desirable to master the information contained in the lecture. For the most part that desire is related in terms of personal advantage: safe money, become autonomous, improving personal safety, increase comfort, etc.

- a) True
- b) False

15. The closing of a lecture is meant to reinforce learning.

- a) True
- b) False

16. Learning how to perform new movements is most effective when students can fully concentrate on each step. Such concentration requires removing physical stressors, as well as mental stressors.

- a) True
- b) False

17. Skills are part of a course, which means that it is likely that some sub-skills are already mastered. The information provided in the input-phase of a briefing must take into account what students already know or are able to do.

- a) True
- b) False

18. Teaching in combination with organization must take the level of training into account.

- a) True
- b) False

19. Standards define how a prudent instructor acts.

- a) True
- b) False

20. In a legal dispute, it is important to have documents that provide proof of acting reasonably prudent.

- a) True
- b) False