Instructor Contact

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Course Information

Course Name: Moodle Driver Education
Course ID & Section: driverEDU
Semester/Year: 2015
Course Duration: 60 days

Getting Technical Help
Email: techsupport@ridersedge.ca

Why do you need this course?

The classroom and in-car driver education standards focus on safe driving attitudes; time, space, and distance-perception skill development; and the recognition of and appropriate response to hazards in the ever-changing driving environment. Emphasis is placed on linking visual search skills, space management, and maintenance of balanced vehicle control to risk-reducing driving strategies.

Significant attention is given to risk awareness, driver alertness, driver distractions, the social and economic consequences of driving, occupant protection, positive interactions with other roadway users, and the physical and psychological conditions that affect driver performance. Students will have knowledge and understanding of basic driving skills in low-to-moderate traffic environments and more complex traffic situations.

Goals

The purpose of driver education is to provide students with a detailed understanding of the fundamentals of driving and to foster responsible attitudes and behaviors. As a result of quality traffic-safety instruction, students will be able to:

1. Demonstrate a working knowledge of the laws governing the operation of a motor vehicle.
2. Identify and analyze the physical and psychological conditions that affect driver performance.
3. Apply knowledge, processes, and skills to become safe, competent users of the highway transportation system.
4. Use visual search skills to make risk-reducing decisions by adjusting speed and/or position.
5. Demonstrate balanced vehicle movement through precise and timely steering, braking, and accelerating under a variety of conditions.
6. Display responsible driving behaviors when alone and with peers.

How will it be delivered?

The course is structured into modules. Class material will be presented in a variety of formats, including the following:

1. Instructor voice-guided visual lessons
2. Computer animated video driving demonstrations and marked quizzes
3. Video presentations from a variety of driver education sources
4. Module assessments in the form of interactive online games
5. All media uses the latest HTML 5.0 web standards – NO Adobe Flash means full cross-platform compatibility

There will be a short quiz based on each video presentation, which will help you review the content before we go on to discussions based on the material presented and the readings. The discussions are a critical part of the course, as you will learn as much, if not more, from other perspectives on an issue, as from your own interpretations. Depending on the class size and the particular assignment, these discussions would be open to the entire class or to groups within the class. I may limit the amount of posts you see, to avoid overwhelming you. The group activities will allow you to benefit from the experience of others and give you experience of working in virtual groups.

Expectations

What I expect from you:

An Online Course requires you, the student, to be in control of your learning. In a face-to-face (F2F) course, I can play a much bigger role in actively directing your learning, since I see you twice a week. In an online course, I have to do a lot more work in designing an appropriate learning environment, so that you can learn at your own pace, at your convenience sitting in your pajamas. (-: Since you are in control, you need to be disciplined enough to stay up to date with the course. The following tips will help you succeed in the course:

1. Moodle Login: Log in every day to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
2. Manage your Time: This is a course where you are expected to internalize a broad variety of concepts in a brief period of time. Doing this online adds another level of
complexity. This requires good planning, which allows you to be prepared for the unexpected sickness, travel requirements, Internet outages etc. Allow for 6-8 hours per week on this course, which would mean about 2 hours per day for 3 to 4 days of the week.

What your peers expect from you:

1. **Netiquette**: In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following tips for interacting online in e-mail and/or Discussion Board messages are adapted from guidelines originally compiled by Chuq Von Rospach and Gene Spafford:
   
   a. Remember that the person receiving your message is someone like you, someone who deserves and appreciates courtesy and respect.
   b. Be brief. Succinct, thoughtful messages have the greatest impact.
   c. Your messages reflect on YOU. Take time to make sure that you are proud of their form and content.
   d. Use descriptive subject headings in e-mail messages.
   e. Think about your audience and the relevance of your messages.
   f. Be careful with humor and sarcasm; without the voice inflections and body language of face-to-face communication, Internet messages can be easily misinterpreted.
   g. When making follow-up comments, summarize the parts of the message to which you are responding.
   h. Avoid repeating what has already been said. Needless repetition is ineffective communication.
   i. Cite appropriate references whenever using someone else’s ideas, thoughts, or words.

2. **Giving Feedback**: This course is designed along the principles of synergy and collaborative learning. Therefore, it is important that all students understand how to provide quality feedback to their peers. Here are a few tips for providing positive, constructive, and useful feedback:
   
   a. Be empathetic and remember that this environment is a safe place for making mistakes.
   b. Use non-judgmental language and phrases that do not attack an individual. One way of doing this is to ask the individual to discuss his/her process for making the final decision.
   c. Use specific questions, examples, and references to research as a way of making your point.
   d. Make your feedback useful by providing suggestions that the individual can understand and use to improve her/his work.

What you can expect from me:
As your instructor, I am committed to providing a quality learning experience through thoughtful planning, implementation, and assessment of course activities. I am also committed to being readily available to students throughout the semester by:

1. being available on Skype/ Blackboard Collaborate by appointment
2. by having synchronous sessions (optional)
3. by replying to questions in the forum/email within 24 to 48 hours
4. to returning graded course work with feedback within 72 hours of each assignment's due date

Within our Discussion Board, it is the instructor's job to initiate thoughtful, on-topic discussions, encourage student-to-student communication, and mediate when necessary. Therefore, it is not the instructor's responsibility to respond to every post, but encourage students to take ownership of the learning process by responding to each other. I have the help of a technical expert in the field of e-learning, Charles Curl. Charles has provided guidance in instructional design and infrastructural support while developing the course. You may contact Charles using the technical support form at www.ridersedge.ca/support.

**Things you need for the course**

1. **Recommended Textbooks:**
   *Learn to Drive Smart, Tuning Up for Drivers*
   To read these textbooks online, go to [http://www.issuu.com](http://www.issuu.com), type in textbook title in search box.
2. **Internet Access:** Preferably a high-speed connection since some of the content will be video/audio.
3. **Hardware/Software:** The course content will be available on the web in HTML 5 format, and some documents will be in PDF format. So you should be sure to download the free Adobe PDF Reader. Audio Media will be in the form of mp3, supported by all major web browsers. Video Media will be in the form of mp4, OGV and WebM – at least one of which is supported by all major browsers.

Please be sure to download and install the latest web browser:
- If you are a PC user, we recommend Mozilla Firefox or Google Chrome for best results.
- If you are a Mac user, we recommend Google Chrome or Safari for best results.
- If you are a Mobile (IOS/Android) user, we recommend Google Chrome or IOS Safari (Pre-installed on IOS) for best results.

We will use some special tools for the course, but they are all web-based and you will be provided access to them. The course does not require a particular hardware platform; it is compatible with any system that can run HTML 5 such as Internet Explorer, Mozilla Firefox, Google Chrome, or Safari.

4. **Webcam** – You MUST have a webcam to access ANY course. Our courses use the KeyLemon™ facial recognition system, which ensures the registered user, is the same
person taking the course. If your computer or device does not have a webcam attached or built in, you may purchase a webcam AT COST from our online store.

Course Policies

Grades:
All grades will be posted within 24 hours of the test/assignment submission date. You can discuss your grades for any issues for 7 days after grade posting and they will be considered final after that. The final grade in the course is FINAL.

Communication:

a) **Course Announcements**
   All announcements relating to the course will be made on Moodle.

b) **News Forum**
   This forum contains all announcements and news.

c) **E-mail**
   Please use my e-mail above for all private communication that cannot go on the discussion board. If I believe that your question is better answered on the discussion board, I may ask you to post it there before I answer it.

d) **Synchronous Sessions (Using Blackboard Collaborate)**

e) **Individual appointments**
   I will be available for individual appointments to address any issues that cannot be resolved on the discussion forum or over email. I will do this using Skype with User Id – gary.karmazyn

Academic Integrity

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Certain assignments may be submitted through software, which can check for plagiarism. If you remain enrolled in this course, you are indicating implicitly to the instructor that you have read, understand and accept the policies and procedures regarding academic integrity and dishonesty.

Grading

The grade scheme to be used for the course is described below.
<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 - 100 (A)</td>
<td>10%</td>
</tr>
<tr>
<td>90 - 92.9 (A-)</td>
<td>15%</td>
</tr>
<tr>
<td>87 - 89.9 (B+)</td>
<td>10%</td>
</tr>
<tr>
<td>83 - 86.9 (B)</td>
<td>5%</td>
</tr>
<tr>
<td>80 - 82.9 (B-)</td>
<td>25%</td>
</tr>
<tr>
<td>77 - 79.9 (C+)</td>
<td>35%</td>
</tr>
<tr>
<td>73 - 76.9 (C)</td>
<td>10%</td>
</tr>
<tr>
<td>70 - 72.9 (C-)</td>
<td>5%</td>
</tr>
<tr>
<td>Below 70 (F)</td>
<td>10%</td>
</tr>
</tbody>
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Activities/Exercises

Discussions

We will have discussions on the content assigned for reading in the modules and the series of “Ripped from the Headlines” case studies. These may be individual or group based activities. Your responses in these discussions will be evaluated using a rubric. All such discussion tasks are mandatory and all will be graded.

Discussion Participation Grading Rubric

<table>
<thead>
<tr>
<th>Criteria &amp; Points</th>
<th>Little or no contribution 0 points</th>
<th>Some contribution 1 point</th>
<th>Almost There! 2 points</th>
<th>Good Contributions 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met the assignment requirements</td>
<td>None of the assignment criteria were met.</td>
<td>Some of the assignment criteria were met.</td>
<td>Most of the assignment criteria were met.</td>
<td>All of the assignment criteria were met.</td>
</tr>
</tbody>
</table>

Quizzes

These will help ensure that you have reviewed the readings/content for the modules carefully.

Exercises

These activities could be case or article analysis or small exercises from the book. The case analyses will help you think critically about issues regarding road traffic safety, why crashes happen, and the associated individual, family and social impacts. This may be followed by peer review of your submission on the discussion boards, so keep in mind that your work will be viewed by your peers and in case of the wiki project, it will be visible to the world. The assignments will be accompanied by a rubric, which will form the basis for evaluation.

Tests

The tests will be multiple choice and true/false and will allow you to demonstrate your mastery over the terminology and concepts that we will cover in class. The Mid-term and the Final, together account for 60% of the grade, suggesting that the other activities that require analysis and discussion, although important, will account for less.

The tests will be done online. You will have a fixed amount of time to take the test (Mid-term is 30 minutes, Final is 60 minutes). Each of you will get a randomized selection of questions from a bank of questions, of equivalent difficulty. Once you start the test, you have to finish within the allotted time. You cannot stop the test, logout/login and resume at a later time.

There will be NO make-up exams, unless for a reason deemed valid by the instructor.
Exams not submitted on time will receive a zero.
Course Schedule

Module 1 - Introduction to Driving
The student will develop an understanding of local traffic laws and will be able to relate traffic safety rules, regulations, and penalties to driver responsibility.

Topic 1—Driver Education Program Guidelines
The student will understand the rules and guidelines of the program.

Topic 2—Your License to Drive
The student will investigate the process of obtaining and maintaining a driver’s license, examine the vehicle inspection and registration process, and learn the value of being a financially responsible driver.

Topic 3—Right-of-Way Concepts
The student will know and understand the rules and regulations that determine the right-of-way on roadways, and assess the consequences of violating the right-of-way rules and regulations.

Topic 4—Traffic Control Devices
The student will recognize, understand, and describe the laws and procedures related to roadway signs, signals, and markings.

Module 2 - Preparing to Drive
The student will recognize the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle; appropriately identify and respond to alert symbols, warning symbols, vehicle control devices, and safety devices; understand and control vehicle balance and vehicle operating space; and appropriately apply the techniques of vehicle reference points to establish roadway position and vehicle placement.

Topic 1—Driver Preparation Procedures
The student will utilize basic procedures and readiness techniques to enter, start, and secure the vehicle, and perform basic vehicle maintenance checks.

Topic 2—Identifying Vehicle Control Devices
The student will recognize and understand the function and operation of each vehicular alert or warning symbol, control device, information device, and comfort system.

Topic 3—Operating Vehicle Control Devices
The student will demonstrate proper steering, braking, and acceleration techniques, and be able to operate the vehicular systems and devices while seated in the driver’s seat.

Topic 4—Vehicle Balance Considerations
The student will recognize the effects of steering, braking, and acceleration on the balance of a vehicle, and will demonstrate vehicular control utilizing vehicle balance techniques.
Topic 5—Standard Vehicle Reference Points
The student will utilize standard vehicle reference points to determine and execute lane placement, stopping position, and turning maneuvers.
Module 3 - Basic Driving Skills 1
The student will utilize critical thinking and problem-solving skills to operate the vehicle and perform basic maneuvers in low risk environments.

Topic 1—Basic Maneuvers
The student will demonstrate appropriate procedures to enter and start the vehicle, enter roadways, and maneuver in reverse with competency.

Topic 2—Vision and Perception
The student will understand the basic components of vision, and demonstrate an ability to visually synthesize information from the driving environment.

Topic 3—Controlling Risk Using a Space Management System
The student will apply a space management system to search and evaluate the traffic environment and respond appropriately.

Topic 4—Developing Good Driving Habits
The student will consistently demonstrate behaviors that contribute to the development of safe driving habits.

Module 4 - Basic Driving Skills 2
The student will define risk assessment; apply risk reduction principles; recognize moderate risk driving environments; utilize space management concepts to determine roadway position, establish vehicle speed, and communicate with other roadway users; synthesize information from the driving environment; and demonstrate an ability to select the appropriate parking or turnabout maneuver for a given situation.

Topic 1—Risk Assessment
The student will define risk assessment and apply risk reduction principles to determine roadway position, establish vehicle speed, and communicate with other roadway users.

Topic 2—Space Management System
The student will assess moderate risk driving environments and apply space management concepts (search, evaluate, execute) to determine roadway position, establish vehicle speed, and communicate with other roadway users.

Topic 3—Lane Changes
The student will utilize basic space management concepts when changing the path of travel and turning the vehicle.

Topic 4—Turnabouts
The student will demonstrate an ability to select and safely execute turnabouts.

Topic 5—Parking
The student will demonstrate an ability to select and safely execute parking procedures.
Module 5 - Street Strategies
The student will define driver information processing; apply information processing principles; recognize moderate risk driving environments; utilize space management concepts to determine roadway position, establish vehicle speed, and communicate with other roadway users; synthesize information from the driving environment; demonstrate an ability to select the appropriate intersection entry, and to manage curves, hills, and passing maneuvers for a given situation.

Topic 1—Processing Information
The student will define driver information processing and apply processing principles to determine roadway position, establish vehicle speed, and communicate with other roadway users.

Topic 2—Intersections, Curves, and Hills
The student will utilize basic space management concepts to adjust speed or the path of travel when approaching controlled and uncontrolled intersections, and curves and hills with line of sight or path of travel limitations.

Topic 3—Passing
The student will demonstrate an ability to select and safely execute speed and position adjustments for passing another vehicle.

MID-TERM EXAM

Module 6 - Expressways
The student will use risk-reducing strategies to manage multiple-lane roadways at speeds up to 110 KMH in complex risk environments.

Topic 1—Characteristics of Expressways
The student will understand the characteristics of expressways.

Topic 2—Entering, Changing Lanes, and Exiting
The student will apply risk-reducing strategies to enter and exit traffic, steer, establish speed and lane position, pass other vehicles, and travel on multiple-lane roadways.

Topic 3—High Speed Considerations
The student will understand the added risks and precautions necessary when driving on an expressway at speeds up to 110 KMH.

Module 7 - Personal Factors
The student will develop an understanding of the effects of alcohol and other drugs, fatigue, and emotions on the driving task; assess the dangers of these factors; and develop strategies to make health-promoting decisions throughout his/her life.

Topic 1—Introduction to Alcohol – Saying No
The student will identify and analyze the legal, health, and economic consequences associated
with alcohol use.
Topic 2—Nature of Alcohol-Related Crash Problems
The student will analyze statistical data and utilize critical thinking to evaluate the nature of impaired driving crash problems.

Topic 3—Physiological and Psychological Effects of Alcohol
The student will analyze and evaluate the physiological and psychological effects of alcohol.

Topic 4—Effects of Alcohol and Other Drugs on the Driving Task
The student will understand the effects of alcohol and other drugs on the driving task, and assess their impact on a driver’s awareness of risk and potential for involvement in a crash.

Topic 5—Dealing with Driver Fatigue
The student will recognize the symptoms of fatigue, and develop strategies to avoid driving when fatigued.

Topic 6—Preventing Road Rage
The student will understand the dangers of aggressive driving, avoid aggressive driving, and utilize strategies to respond appropriately to aggressive drivers.

Topic 7—Driver Distraction
The student will understand the dangers of driver distraction including talking on cell phones, texting and passenger interactions. Strategies to avoid these dangers will be introduced.

Module 8 - Adverse Conditions
The student will assess/evaluate inclement weather conditions and predict vehicular and driver limitations; investigate roadway and vehicle technologies; demonstrate proper use of occupant protection devices; and utilize map reading and route planning techniques to avoid adverse driving conditions.

Topic 1—Visibility in Adverse Conditions
The student will recognize driver and vehicular limitations in reduced-visibility driving conditions such as glare, darkness, fog, precipitation, winter weather, or smoke; and evaluate and execute appropriate responses.

Topic 2—Extreme Weather Conditions
The student will describe extreme weather conditions relative to driving, such as flooding, heat, cold, or strong winds, and evaluate and execute appropriate responses.

Topic 3—Protecting Occupants
The student will understand the proper use of seatbelts, airbags, and child restraints.

Topic 4—Roadway and Vehicle Technology
The student will understand and properly use vehicular protection features and roadway technologies that reduce injury severity and increase collision survival.
Topic 5—Traction Loss Concerns
The student will recognize vehicular imbalance and choose appropriate countermeasures to prevent loss of vehicle control.
Module 9 - Vehicle Functions
The driver will gain information about vehicle system functions and malfunctions, recognize when ABS engages, respond to vehicle malfunctions, respect other users, and understand the role of agencies that manage the highway system.

Topic 1—Vehicle Functions/Malfunctions
The student will understand how the steering, suspension, traction control, fuel, electrical, and brake systems function.

Topic 2—Anti-Lock Braking Systems
The student will understand the proper use of ABS technology.

Topic 3—Vehicle Performance
The student will understand vehicle performance characteristics and potential conflicts with other motorized and non-motorized roadway users.

Topic 4—Highway Transportation System Agencies
The student will understand that a consortium of federal, state, and local systems function together to provide a safe and lawful driving community.

Module 10 - Driver Responsibilities
The student synthesizes information and applies strategies to select motor vehicles and purchase insurance, plan extended trips; and protect the environment.

Topic 1—Insuring Vehicle
The student complies with the Safety Responsibility Law, understands the conditions of insurance coverage, and demonstrates responsibility for immediate and long-term obligations of owning and driving an automobile.

Topic 2—Purchasing Vehicle
The student analyzes data and utilizes critical-thinking and problem-solving techniques prior to and upon purchase of a new or used automobile.

Topic 3—Trip Planning
The student plans, determines routes, predicts personal and vehicular needs, and calculates costs for an extended trip.

Topic 4—Conservation Concerns
The student develops personal strategies to conserve fuel, recycle automobile fluids and parts, maintain motor vehicles, and make wise automobile selections to protect the environment by reducing pollution and conserving energy.

Module 11 - Behind the Wheel
Motor vehicle crashes are the leading killer of teens in the United States, taking about 3,000 young lives each year. The following video - "Parents Are the Key to Safe Teen Drivers", offers information to help parents keep their teen drivers safer on the road.

FINAL EXAM