Instructor Contact

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Course Information

Course Name: Moodle Rider Education
Course ID & Section: riderEDU
Semester/Year: 2015
Course Duration: 60 days

Getting Technical Help
Email: techsupport@ridersedge.ca

Why do you need this course?

GLP Basic instruction contains the foundational knowledge and skill required for entry-level motorcyclists. It provides competencies for handling a motorcycle in a slower-speed, non-public traffic area which add finesse and confidence that can prepare new riders for their initial experience on the street.

GLP On-Road instruction contains a review of foundational knowledge and skill required for in-traffic riding; and introduces the new rider to the tasks and rider actions necessary for safe vehicle operation on all roads, highways, and expressways. The exercises are developmental in nature and designed to provide the new rider with skills and confidence to ensure a safe and positive initial experience on the street.

By the end of this course:

1. You will be able to develop knowledge, understanding and appreciation of risk avoidance as it relates to safe riding.
2. You will be able to develop knowledge, understanding and appreciation of safe and responsible riding attitudes.
3. You will be able to develop knowledge, understanding and appreciation of safe riding responsibilities from the perspective of the individual, other road-users and the community.
4. You will be able to understand and comply with the rules of the road.
5. You will be able to develop knowledge, skills and appreciation of riding safely.
6. You will be able to develop knowledge and understanding of vehicle performance and how this contributes to safe riding.
7. You will be able to develop competence in integrating the attitudes, skills and knowledge of safety and riding responsibilities into the correct execution of motor skills in traffic.

**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 4-6 hours per week on this course, which would mean about 2 hours per day for 2 to 3 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 nonjudgmental 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. 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 Ride Smart, Tuning Up for Riders*
   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</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>93 - 100</td>
<td>(A)</td>
</tr>
<tr>
<td>90 - 92.9</td>
<td>(A-)</td>
</tr>
<tr>
<td>87 - 89.9</td>
<td>(B+)</td>
</tr>
<tr>
<td>83 - 86.9</td>
<td>(B)</td>
</tr>
<tr>
<td>80 - 82.9</td>
<td>(B-)</td>
</tr>
<tr>
<td>77 - 79.9</td>
<td>(C+)</td>
</tr>
<tr>
<td>73 - 76.9</td>
<td>(C)</td>
</tr>
<tr>
<td>70 - 72.9</td>
<td>(C-)</td>
</tr>
<tr>
<td>Below 70</td>
<td>(F)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Module Assessments</td>
<td>10%</td>
</tr>
<tr>
<td>Activities//Exercises</td>
<td>5%</td>
</tr>
<tr>
<td>Mid Term</td>
<td>25%</td>
</tr>
<tr>
<td>Final</td>
<td>35%</td>
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TOTAL 100%
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 Motorcycling**
The student will develop an understanding of local traffic laws and will be able to relate traffic safety rules, regulations, and penalties to rider responsibility.

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

**Topic 2—Your License to Ride**
The student will investigate the process of obtaining and maintaining a driver's license.

**Topic 3—Types of Motorcycles**
The student will describe the types of motorcycles, their purpose, features, capabilities, and limitations, as they apply to safe riding.

**Topic 4—Risk Awareness**
The student will become aware of risks associated with motorcycling, understand the characteristics of risk, and take steps to manage and reduce risk.

**Module 2 - Preparing to Ride**
The student will recognize the necessity of making routine vehicle checks and adjustments prior to mounting the motorcycle; appropriately prepare for the riding task through proper use of personal protective gear; identify and understand the function of all motorcycle controls; develop competence in vehicle control skills, and integrate safe riding attitudes and knowledge into riding maneuvers.

**Topic 1—Protective Gear**
The student will understand the function and safety value of personal protective gear.

**Topic 2—Motorcycle Controls**
The student will recognize and understand the function and operation of each control device; and be able to operate the controls while seated in the driver's seat.

**Topic 3—Basic Riding Skills**
The student will demonstrate proper straight-line riding, turning, shifting and stopping; develop competence in vehicle control skills, and integrate safe riding attitudes and knowledge into riding maneuvers.

**Module 3 – Traffic Regulations**
The student will understand and comply with laws and regulations related to riding and driving.
Topic 1—Signs, Signals and Road Markings
The student will understand the meaning of traffic control devices of particular importance to motorcycles.

Topic 2—Rules of the Road
The student will understand and explain the reasons for traffic laws and regulations.

Topic 3—Running Commentary
The student will apply and demonstrate a space management system to search and evaluate the traffic environment and respond appropriately.

Module 4 – Street Strategies
The student will demonstrate the ability to manage visibility, time, and space to avoid conflicts and reduce driving risks; and utilize critical thinking and problem-solving skills to operate the vehicle and perform basic maneuvers in varying risk environments.

Topic 1—Positioning
The student will demonstrate an understanding of lane choice and lane positions, and how both relate to margin of safety.

Topic 2—Visibility
The student will demonstrate appropriate adjustments in order to better see and be seen to avoid conflicts and reduce driving risks.

Topic 3—SIPDE/SEE
The student will apply a space management system to search and evaluate the traffic environment and respond appropriately.

Topic 4—Common Situations
The student will consistently demonstrate behaviors for slow tight turns, parking, surmounting obstacles and starting on a hill.

Topic 5—Interactive Scenarios
The student will demonstrate appropriate adjustments: riding on/exiting an expressway, limited line-of-sight curve, T-intersection, passing and following distance/immediate path.

Module 5 – Sharing the Road
The student will identify and describe the performance characteristics of other road users and apply problem-solving skills to minimize risks when sharing the roadway.

Topic 1—Sharing the Road
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—Road Users
The student will identify and describe the performance characteristics of other road users.

Topic 3—What's the Risk?
The student will identify, evaluate, and apply problem-solving skills to minimize risks when sharing the roadway with different road users.
Module 6 – Challenging Riding Situations

The student will identify and evaluate emergency response strategies to reduce the severity of or avoid a collision in high-risk driving situations. Key concepts/skills include: evasive maneuvers, using brake and steering combinations separately; and off-road recovery.

Topic 1—Maximum Braking and Swerving
The student will identify and demonstrate an understanding of the different emergency response strategies a rider may face; and evaluate and execute appropriate responses.

Topic 2—Surfaces and Cargo
The student will recognize vehicular imbalance and choose appropriate countermeasures to prevent loss of control.

Module 7 – How Motorcycles Work

The student will gain information about motorcycle traction; understand the forces of physics as they apply to riding; analyze the role of traction in riding control; and explain how hazardous riding conditions relate to friction conditions.

Topic 1—Traction in Riding Control
The student will analyze the role of traction in riding control i.e. how do abrupt or quick changes affect traction, why should skidding be avoided at all times.

Topic 2—Traction Cornering
The student will analyze the role of traction in cornering i.e. how do changes in vehicle balance affect traction, why is traction an important thing for riders to understand.

Topic 3—Traction Pie
The student will identify the consumers of traction as side force, driving force, and braking force; and understand the importance of a reserve balance.

Topic 4—Counter-Steering
The student will analyze the role of traction in counter-steering; and demonstrate the ability to perform this evasive maneuver when necessary.

MID-TERM EXAM

Module 8 – Personal Strategies

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.

Module 9 - Expressways
The student will use risk-reducing strategies to manage multiple-lane roadways at speeds up to 100 km/h 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 100 km/h.

Module 10 – Group Riding
The student will utilize critical thinking and problem-solving skills to operate the vehicle and perform basic maneuvers in a group-riding environment.

Topic 1—Tips

Topic 2—Roles and Responsibilities
Topic 3—Group Spacing

Topic 4—Turns and Passing in Formation

Topic 5—Signals

Module 11 – Rider 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 understands the conditions of insurance coverage, and demonstrates responsibility for immediate and long-term obligations of owning and driving a motorcycle.

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 motorcycle.

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 vehicle fluids and parts, maintain motor vehicles, and make wise vehicle selections to protect the environment by reducing pollution and conserving energy.

Module 12 – Your License
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