

INTRODUCTION

Thank you for agreeing to serve as a course leader for AMIM 121—Ocean Marine Insurance. Since the purpose of this course is to develop professional-level expertise in handling ocean marine insurance, you are in a position to have a real influence on your students and, through them, the future of the insurance business.

The purpose of this handbook is to provide you with some initial help. Basically, this handbook contains (1) some general ideas for course leaders, (2) a brief discussion of how each assignment in the course might be approached, (3) suggested quizzes (and answers) and other activities, (4) a midterm exam (and answers), and (5) some additional materials that can be used as overhead projections or handouts to supplement the text and course guide. The contents of the handbook will change over time as course leaders gain experience and as we are able to incorporate the results of that experience in future editions.

The bulk of the handbook was written by Laura Sherman, CPCU. I am grateful to Laura for undertaking this task, and I believe that course leaders will benefit greatly from her work. We both share a debt of thanks to Yvette S. Kounios, who edited the handbook, and to Laurie Higgins, who did the typesetting.

Please let me know whether you find this handbook of help, what else you would like to see in it, and any classroom techniques or materials that you have developed or used that seemed to be successful. I'd also appreciate your comments on the text and course guide and how they might be improved in the future.

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CONTENTS

General Ideas for Course Leaders	3
Assignment 1	8
Assignment 2	20
Assignment 3	36
Assignment 4	48
Assignment 5	56
Assignment 6	65
Assignment 7	75
Assignment 8	87
Midterm	89
Assignment 9	106
Assignment 10	117
Assignment 11	126
Assignment 12	134
Suggestions for a Review Session	145
Post-Exam Meeting	146
Course Leader's Handbook Survey	147

GENERAL IDEAS FOR COURSE LEADERS

Although you cannot control whether your students will learn the course material, you can take responsibility for conducting your classes in ways that increase the likelihood that your students will learn. Students learn most effectively when they are actively involved. Adult learners need to participate in the learning process by setting goals, developing learning strategies, and evaluating their success. The following suggestions offer a variety of ways to actively engage your class in the learning process:

Orientation

Help your students to get acquainted with you and with each other. It's important to find out their present work roles and previous experience. Do they have any special knowledge or expertise that might be relevant to your class? Be sure to spend some time clarifying your expectations, and find out what students expect of you. *The Preparation Handbook* is a very useful tool because it describes what is different about studying Institute courses and preparing for the exams. See the *Course Leaders' Guide* for more orientation ideas. *The Preparation Handbook* and the *Course Leaders' Guide* are available through the Institutes' Web site at <http://www.aicpcu.org> or through the Institutes' Educational Services Department.

Preparation

Remind your students to read the material and complete the course guide exercises before class every week. They will get more out of the session and will participate more if they are prepared. Also stress the importance of the Educational Objectives found in the course guide. The objectives define the knowledge students should gain from each assignment and are the basis for the questions on the national exam.

Planning ahead

Help students to identify their goals. What do they want to learn, and why are they in your class? Help students to develop a realistic plan for acquiring the knowledge and skills they need. You can use the "Semester Schedule Worksheet" and the "Weekly Activities Worksheet for Planning Study Time" in *The Preparation Handbook* to help them identify the resources and learning strategies that will work best for them. The "Mastering Course Ideas" section in *The Preparation Handbook* can help students to improve their study techniques.

Participation

Encourage class participation. The more your students participate, the more they will learn and the more they will enjoy the process of learning.

For example, rather than defining the Key Words and Phrases for your students, have the students define and use them in discussion. This helps the new vocabulary become part of each student's active vocabulary. The more students use the new concepts they are learning and the more they can teach each other, the more they will learn and retain.

Discussion

Incorporate discussion into your classroom methods. You can guide the entire class in a discussion or divide students into groups to answer course guide questions. Small groups allow more students to become actively involved in exploring course concepts. Sometimes you might assign the same question to several groups and reconvene to compare answers and problem-solving strategies. At other times you might assign different questions to different groups and reconvene to learn how a variety of problems might be solved.

Notes

As a part of their class preparation, many course leaders develop a concise outline, summary, or set of shorthand notes to help them master the material. Some course leaders distribute these notes to students at the end of each class as a learning aid to motivate the students to attend class. Because organizing the material to be learned is such a useful study technique, you should encourage your students to take notes and develop their own outlines or digests.

Current events

Current events related to the topics in the assignments not only illustrate the relevance of the material being studied but also help students to grasp new ideas. Ask students to watch for articles in newspapers, magazines, and newscasts that pertain to the current study topic, and recognize each student's contribution.

Quizzes

Although the actual AMIM 121 exam will consist of multiple-choice questions, the quizzes can help students to master the course material. The quizzes included in each assignment of this handbook are designed to be a reasonable test of what a student can be expected to answer (closed book) after reading the assigned study material for the first time but without having had the benefit of classroom discussion or exercises. Most quiz questions ask fairly elementary questions. You should emphasize that

many AMIM 121 exam questions, like many questions in the course guide, will be more application-oriented and more difficult than the quiz questions.

In grading the quizzes, use your judgment in allowing some leeway on student answers. The answers provided are not in all cases the only acceptable answers. Use class consensus to develop additional acceptable answers when appropriate. Portions of some answers are enclosed in parentheses, meaning that such information is not essential to a correct answer. The page numbers in parentheses following each answer refer to the appropriate pages in the text.

We have assigned point values to the questions. Each quiz contains four or five questions worth a total of ten points. Most students should be able to finish the quiz in 10 to 15 minutes.

For sample multiple-choice questions formatted similarly to those on the AMIM 121 exam, students should see the *AMIM 121 Course Guide*.

Midterm examination

This handbook contains a midterm exam over Assignments 1-7. The exam is designed to be taken over a period of at least one hour. If you want to administer a final exam in your class, you can use the sample examination questions included in the back of the AMIM 121 Course Guide. Remember, however, that the course guide also provides the answers to those questions.

In many cases, the midterm exam will be a “wake-up call” for students who have not begun to take the class seriously.

The handbook provides a suggested grading key for the midterm exam. You should feel free to deviate from the key as seems reasonable, particularly when a student comes up with a valid alternative answer that is not included in the key.

Overheads and handouts

Use the “masters” in this handbook to make overhead transparencies or handouts. If you are not familiar with the process of making transparencies, stop by your office supply store. A person there will help you choose the right type of transparency for your equipment. Many photocopiers will copy the master onto the transparency. Check the capabilities of your computer and printer. If you can't photocopy the masters, create your own on the computer and print them on the laser printer. If these options don't work, many office supply stores and mailing service shops can copy masters onto transparencies for you.

Teaching techniques and tools

Use a variety of teaching techniques—short illustrative lectures, role-playing, discussion groups, debate, brainstorming, quizzes, evaluation of answers, problem solving, or games—and a variety of teaching tools—flip charts, overheads, blackboards, “white boards,” handouts, or videos. By varying your techniques and tools, your students will learn more, and the time you spend with them will be more stimulating.

Next assignment

Before adjourning each session, give an overview of the next week's assignment, and make it clear that you expect all students to study the next assignment before coming to class.

Alternative approaches

Use the suggestions in this handbook that are suited to your group and your teaching style. Here are a few ideas on how the study materials might be presented:

- Change the order in which you present the concepts.
- Organize the content around themes, or place items into new categories.
- View content items from different perspectives—for example, insurer, producer, insured, and regulator. This approach should work well if you have several of these perspectives represented in your class.
- Use the masters included here as handouts. Concepts that students learn in the classroom will be reinforced if the students have a copy of the overheads for their notes. Be sure to caution your students to read and study the text material and not to use the handouts as a substitute. These handouts and overheads are provided to make you more effective in your job as the course leader. These tools can be used to stimulate discussion or to take notes, but they are not as complete as the text.
- Introduce memory devices, or invite the class to create them.
- Introduce case studies and questions about the cases to illustrate the course content, and encourage students to analyze and discuss their ideas.

Other materials

The following items are available from the Institutes at no cost. Each of these items will help your students to successfully complete this course. Students can call Customer Service at (800) 644-2101 for copies.

The Preparation Handbook

The Preparation Video: Planning for CPCU and ILA Study
(11 minutes)