

How do Driving Teacher Education and Driver Training processes connect to GDE matrix in Norway?

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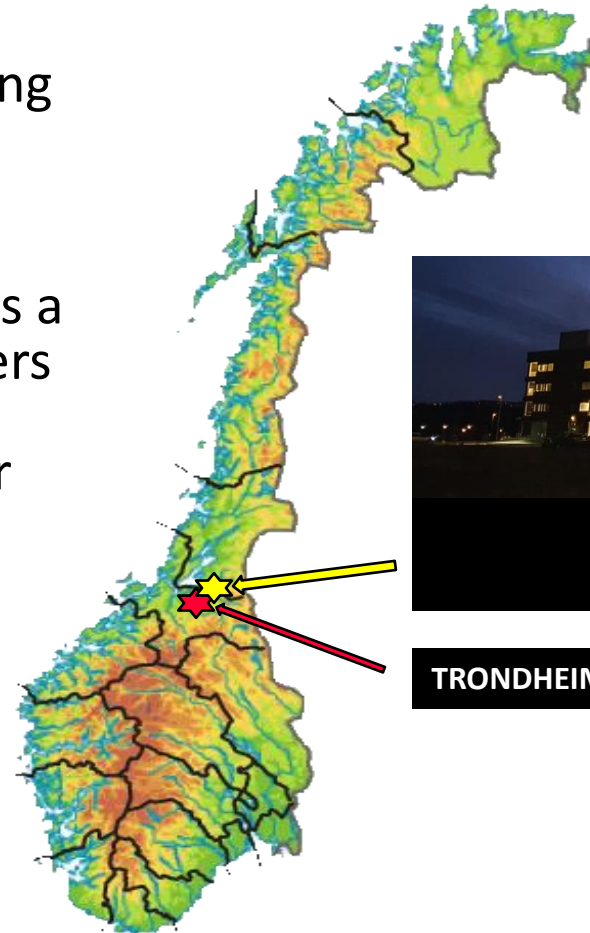
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University Education in Norway Driving Teachers and Examiners

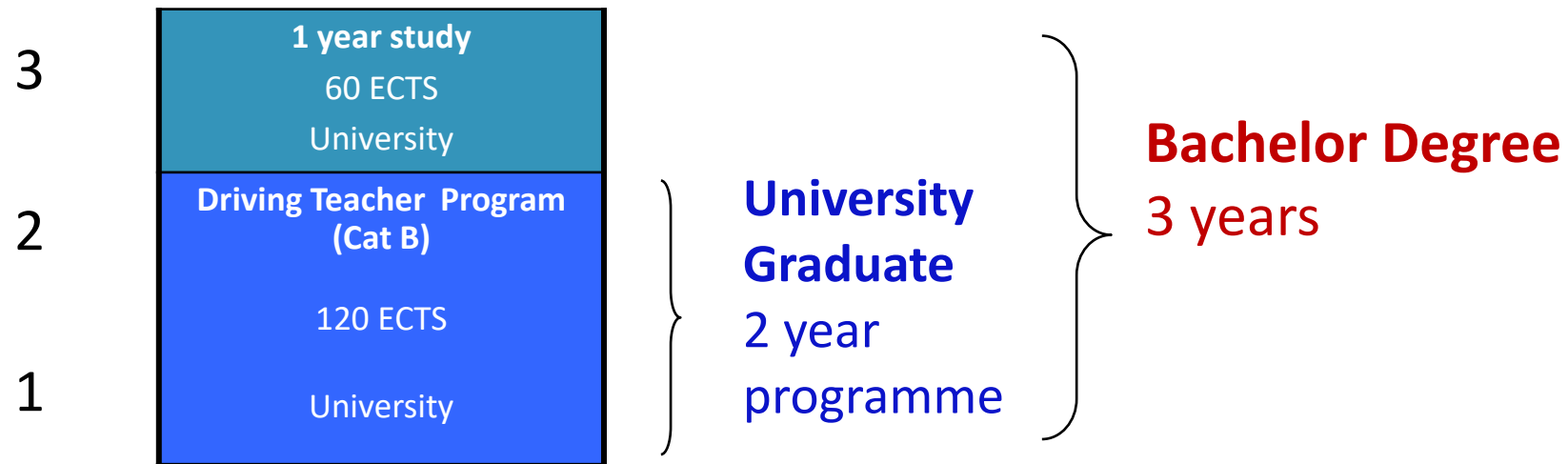
- A National Training centre for Driving Teachers
- Basic Program: Two-year full time education programme to qualify as a licensed category B Driving Teachers
- Advanced training programmes for Driving Teachers and Examiners
- Governmental funded



TRONDHEIM

DRIVING TEACHER

Years

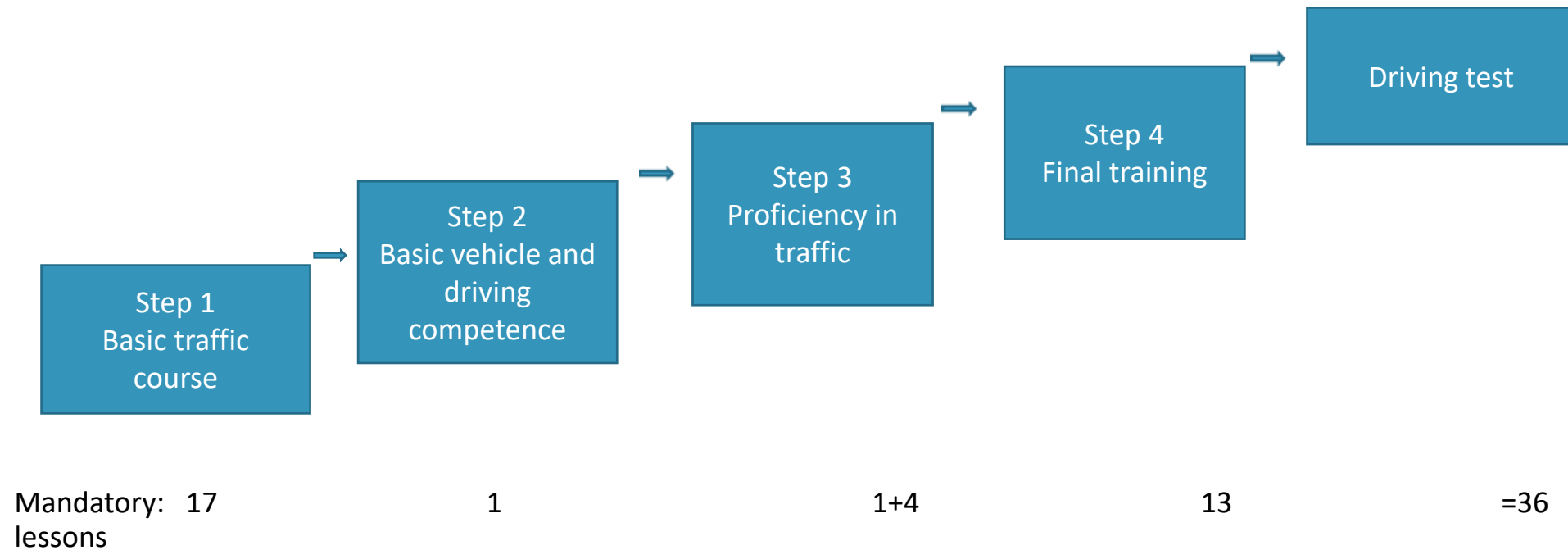


A National strategy in Norway

- Governmental policy since 1970, University level since 2016
- “Vision Zero” – The Norwegian road safety strategy  (Zero FATALITIES)
(Zero INJURIES)
 - Driver education was implemented as a part of this strategy
- Pedagogical strategy – the GDE-matrix and its framework
- Cooperation with professional research and educational institutions and organisations

Step-by-step training

There are four steps to driver training. The goals for Steps 1 to 3 indicate the criteria for the learner to benefit in full from the next step of the training, and it is therefore important for learners essentially to have reached the goals for one step before starting on the next step of the training. It is the learner's driving skills that determine at what step the learner presently belongs.





GDE – matrix and modern pedagogy (Inside a constructivist view)



Curriculum for driver training (2004)

Curriculum

- *About the intentions*
- *Didactical guidance and recommendations in the learning process, and how to teach/ supervise*
- *How the progression should be in the drivers learning process.*
- *What is mandatory*



Essential elements of driver training

	Knowledge and skills to master	Awareness of risk-increasing factors	Self- assessment	
Hierarchical levels of driver behaviour <i>(Higher levels directly influence lower levels)</i>	Level 5 Social environment	<i>Knowledge of and control over:</i> <ul style="list-style-type: none"> cultural and sub-cultural issues work-related issues group goals, values and motives social environment and position 	<i>Risks related to:</i> <ul style="list-style-type: none"> cultural or work issues impacting on driving context of journey such as work or pleasure passengers 	<i>Self-evaluation and awareness of:</i> <ul style="list-style-type: none"> how culture or work issues impact on driving decisions and judgements how placement within social group or work environment influences choices
	Level 4 Personal goals for life and skills for living	<i>Knowledge of and control over:</i> <ul style="list-style-type: none"> how life goals and personal tendencies affect driving behaviour personal motives and competencies lifestyle/life situation age-related issues personal values and ambitions 	<i>Risks related to:</i> <ul style="list-style-type: none"> acceptance of risk self-enhancement through driving high sensation seeking susceptibility to social pressure use of alcohol or drugs personal values and attitudes to society 	<i>Self-evaluation and awareness of:</i> <ul style="list-style-type: none"> personal skills for impulse control attitude towards risk introspective competence risky tendencies and habits safety-negative motives
	Level 3 Goals and context of driving	<i>Knowledge and skills concerning:</i> <ul style="list-style-type: none"> purpose of the journey route planning evaluation of required driving time evaluation of necessity of journey safety and control of passengers 	<i>Risks connected with:</i> <ul style="list-style-type: none"> driver's physiological condition purpose of the journey driving environment such as rural/urban or day/night social context and in-vehicle company 	<i>Self-evaluation and awareness of:</i> <ul style="list-style-type: none"> own physiological condition journey planning skills typical journey goals or expectations typical risky driving motives self-critical thinking skills
	Level 2 Mastery of traffic situations	<i>Knowledge and skills concerning:</i> <ul style="list-style-type: none"> traffic rules observation signals anticipation speed adjustment safety margins 	<i>Risks caused by:</i> <ul style="list-style-type: none"> wrong expectations/assumptions vulnerable road users disobeying rules unpredictable behaviour information overload difficult conditions such as darkness 	<i>Self-evaluation and awareness of:</i> <ul style="list-style-type: none"> ability to deal with a variety of traffic situations observational skills planning and anticipation personal driving style personal safety margins
	Level 1 Vehicle control and manoeuvring	<i>Knowledge and skills concerning:</i> <ul style="list-style-type: none"> control of direction and position tyre grip and friction technical aspects of vehicle physical handling when cornering, accelerating and braking 	<i>Risks associated with:</i> <ul style="list-style-type: none"> insufficient skills poor speed adjustment difficult road conditions improper use of seat belt, head restraint, etc. under-inflated or worn tyres 	<i>Self-evaluation and awareness of:</i> <ul style="list-style-type: none"> understanding of essential knowledge and skills strengths and weaknesses of basic vehicle control ability to control the vehicle in challenging conditions

Curriculum: Develop the drivers' competences

Main goal

The learner must have an essential competence to drive in a responsible way

The learner must have knowledge and skills, self-awareness and risk understanding, which is essential to drive in road traffic in a way, which:

- Is safe
- Gives good interactions
- Leads to a good traffic flow
- Takes care of health, environment and other ones' needs
- Is in accordance with current legislation

Tools and methods, involving the learner:

- Be in dialogue
- Discussions
- Problem-oriented tasks
- Reflections
- Log- book
- Explain own choices
- Self-assessment
(formative assessment)

The learners' competences include more than knowledge and how to drive. It is also about building:

- **Self-knowledge and self-awareness**
("self-insight")
- **Risk understanding,**
 - understanding of consequences is a part of it.
- **Responsibility and willingness**
 - see themselves as a part of a road safety community
(Vision Zero)
 - take care of other road users as well as passengers.
- **Take the other road users' perspective**
 - Interact and collaborate with all groups of other road users

How?



Be more a supervisor, less an instructor

Contribute to the development of the learners' ownership to his own learning

Meet the learner in his level, and work in his speed (pace)- not in the teachers'

- Be in dialogue - ask good, open questions
- Develop the learners' self-assessment in all the lessons
- Develop the learners' reflections

The Driving process

What is your focus/ priority now?
What can be the risk?
What will be the best solution?

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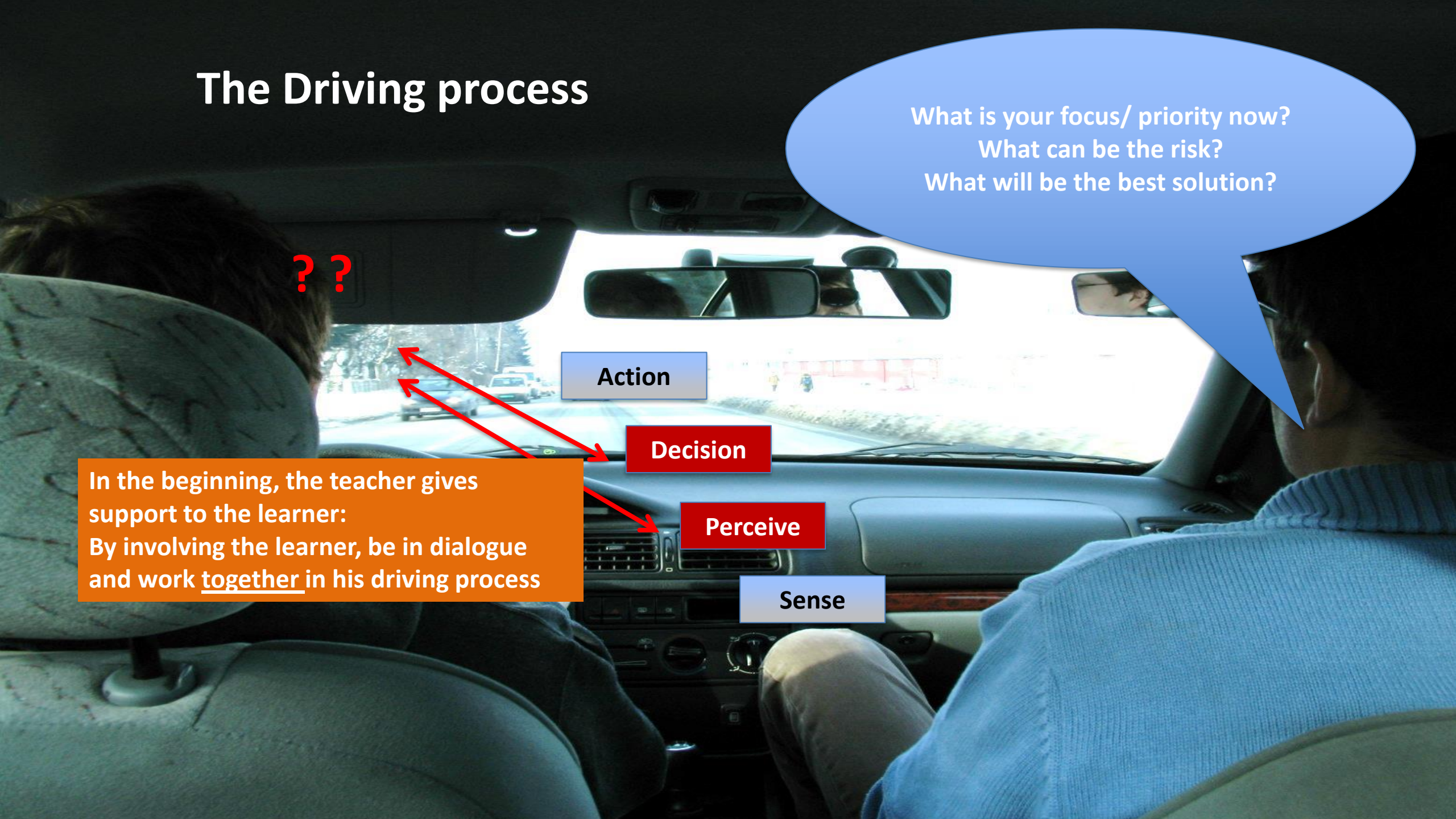
Action

Decision

Perceive

Sense

In the beginning, the teacher gives support to the learner:
By involving the learner, be in dialogue and work together in his driving process



Reflection- How?

Later, when the learner is ready, the teacher switch from giving support in the learners driving process, to let the learner drive in an independent way, and do a reflective dialogue after situations or after a while.

Seize the situation,- stop and let the learner reflect about what happened...

E.g. How did you interact in this situation?

- If you had been in the other ones' place, how would you feel?

- not only when he/ she failed- but also when he/she did a good solution-
...was it a reflected choice, or not?

Reflections related to higher levels in GDE

Not only focusing on situations in road traffic.....



- *When you have got your licence.....how do you think it will be when your friends are passengers?*
- *If they tell you to drive faster- how will you feel?
....what will be your decision in that case?
..... what can be the consequences for you if an accident occurs?*

Why?

After the driving test: Be a responsible driver,- making independent, good choices

**When driving,- have a good basic to do an active thinking about risks,
- being in an inner dialogue.**

- Be able to do reflections and self-assessment and adjust his/ her driving by themselves**
- Be able to build experiences and develop in a good way**

Thank you for your attention



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