



## How peer driving student teachers use pedagogical observation in their teaching practice: Experiences from Norway

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This extended abstract is from an article published in the Journal of Praxis in Higher Education. (JPHE, 2023). <https://journals.hb.se/jphe/article/view/401>

Keywords: pedagogical observation; peer learning; higher education; driving teacher education; practice architectures

Given the high numbers of people killed or badly injured globally in road traffic accidents, research into the education of driving teachers is both timely and urgent. Europe has no common regulations on becoming a driving teacher, and Norway is one of the very few countries that educates driving teachers at the university level. The aim of this study is to *develop new knowledge on how peer driving student teachers use pedagogical observation in their in-car teaching practice*. The focus is on how students cooperate in the practical field of the education and is part of a doctoral thesis finished December 2023. <https://nordopen.nord.no/nord-xmliui/handle/11250/3113927>

Norway started educating driving teachers in 1972, as a one-year state-run education. A two-year academic education of driving teachers was introduced at the university level in 2016, and practical in-car teaching, as part of the educational programme, is still under development. Approximately 100 driving student teachers graduate from Nord University's programme every year. The university has its own driving school including 24 cars.

The data used in this study consist of observations of nine driving lessons and nine semi-structured interviews involving 18 driving student teachers (figure 1). Thematic analysis was used to analyse data and discussion was made through the lens of Practice Architectures.



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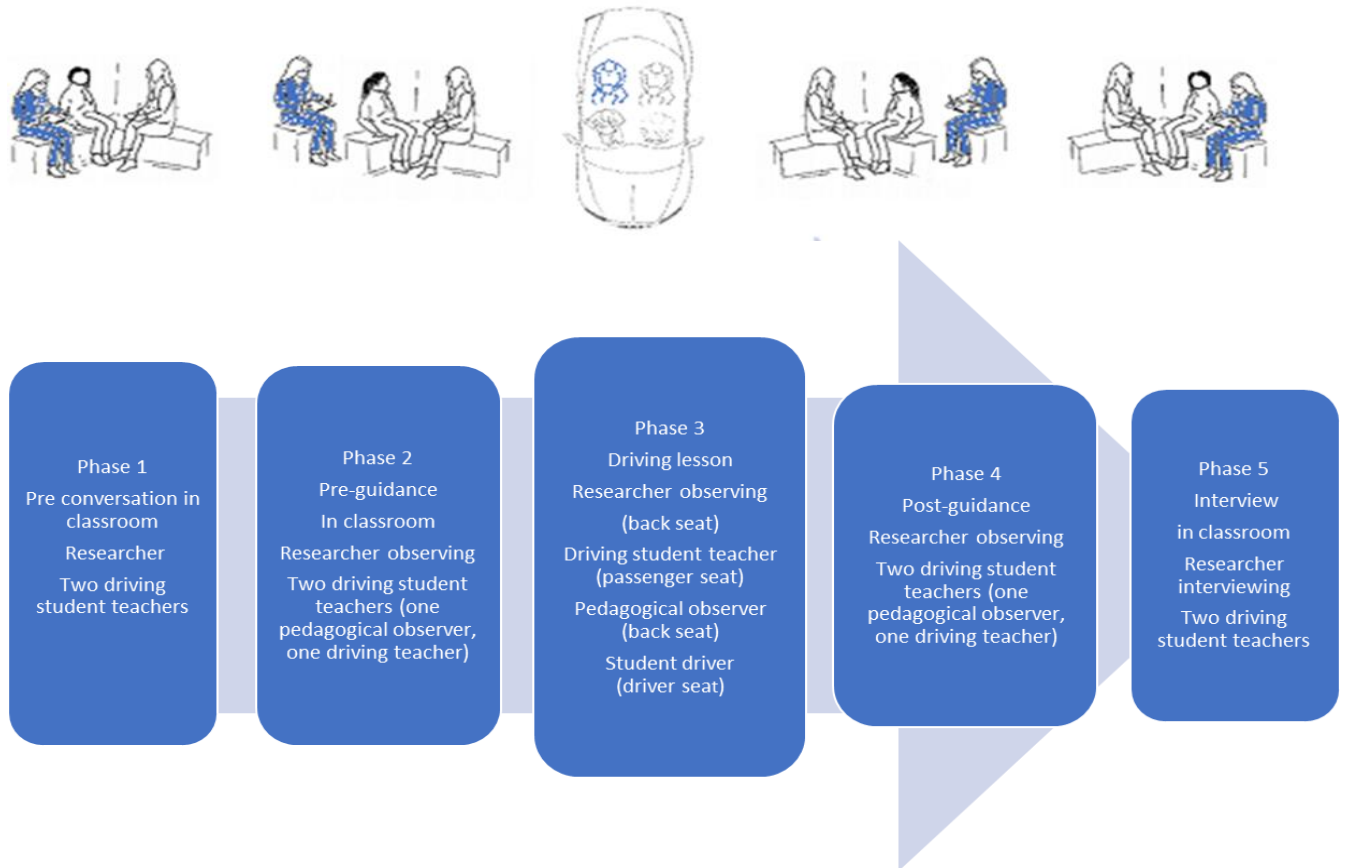


Figure 1. The process of pedagogical observation, the researcher in blue.

The findings indicate that driving student teachers could benefit from having a stronger theoretical foundation for engaging in pedagogical observation (a form of peer learning). It also appears necessary to develop a formal structure for peer learning activity and for driving student teachers to develop shared views on how to communicate with peer students.

The current study adds to the limited research on driving teacher education. Several European research projects have focused on aspects of the profession, such as the MERIT project, which addressed minimum requirements for driving instructor training (Bartl et al., 2007); the Hermes project, which developed the coaching and communication skills of driving teachers (The International Commission for Driver Testing [CIECA], 2010) and set minimum requirements for those delivering professional driving teaching; and the Road User Education project (CIECA, 2015). However, few studies explore how driving student teachers execute practice in higher education (Kjelsrud, 2019; Kjelsrud & Lyngsnes, 2021).