



# **Driver training – present and future prospect**

***Dr. Sonja Forward, VTI***

- Error (failure to see an oncoming vehicle )
- Lapses (failing to put in the right gear)
- Violation (intentional behaviour such as speeding and dangerous overtaking)

- Believe that the consequences of the act is of benefit to themselves. For instance:

get to the destination quicker

driving become less boring

adjust my driving to other drivers

# Violators' subjective norms

- Believe that people important to themselves accept traffic violations

- Believe that they are more skilled than other drivers
- Believe that a driver who can master the car is also a safe driver
- Underestimate their own accident risk
- Overestimate their own capacity

# GDE matrix

(Goals for Driver Education)

(Hatakka, Keskinen, Glad, Gregersen, Hernetkoski, 2002)

	<b>Knowledge and skill</b>	<b>Risk increasing aspects</b>	<b>Self assessment</b>
<b>Goals for life and skills for living</b>	Lifestyle, age, sex, Personality, Group norms, Company culture	Sensation seeking Risk acceptance Safety ignorance Peer pressure	Introspective competence Own preconditions Impulse control
<b>Goals and context of driving</b>	Time planning Route planning Fitness to drive	Alcohol, Stress, Tiredness Rush hour	Own motives influencing choices Self-critical thinking
<b>Driving in traffic</b>	Traffic rules Co-operation Hazard perception Automatization	Speeding Close-following Low friction Vulnerable r.u.	Calibration of driving skills Own driving style
<b>Vehicle control</b>	Car functioning Protection systems Vehicle control Physical laws	No seatbelts Breakdown of vehicle systems Worn-out tyres	Calibration of car-control skills

- Problem-based learning.
- Investigative education.
- Group Dynamic exercises.
- Evaluation exercises.
- Insight and self-awareness activities.
- Feedback.

- Taking risk in traffic is usually regarded as something attractive. Thus, young drivers motives are sometimes in conflict with traffic safety
- Focus more on negative group pressure and how young people can avoid this
- Increase the support to trainers, further education but also teaching material



- More use of coaching, group discussions and other student centred techniques
- Develop best practice which are based on science



***Thank you***