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Module 9: Instructor Training

Purpose:

To focus on training of driving instructors

Learning Outcomes:

Upon completion of the modules the participant will be able to:

- Describe the requirements to become a driving instructor in at least two different international jurisdictions
- Explain how specialized training in coaching skills and classroom teaching strategies can help driving instructors achieve better results in better drivers

Contents:

- A. Preparation for challenges faced by driving instructors:
 - Motivating students to develop safe driving habits
 - Using appropriate strategies to help develop “thinking drivers”
- B. Profile of a driving instructor
- C. Instructor training requirements:
 - Germany – national instructor program
 - Sweden – recommended credential enhancement
 - United States – interest in reinstating post-secondary level training
 - Canada – experience and regulated requirements

Format:

1. Overhead Presentation

- General information on instructor training and standards

2. Interactive Activity

- Example of instructional strategy used by instructors to get students to think about their attitudes

3. Group Discussion

1. To what extent do driving instructors in China focus on improving driver attitudes? How beneficial would it be in terms of China's traffic safety record to increase the amount of effort?
2. How appropriate are learner-centered, interactive teaching strategies for teaching new drivers in China? Why are they appropriate or not appropriate?
3. What is the current preparation, generally, for the training of driving instructors in China? Could this be improved? If so, how?

Preparation for challenges faced by driving instructors

As discussed in earlier modules, research increasingly suggests that new drivers need different training from the traditional skills-based approach. To change driving/riding behaviour, it is important to engage the learner in thinking about safe driving/riding practices as well as learning basic skills such as steering and stopping the vehicle.

Motivating students to develop safe driving habits

The paper by James McKnight and Raymond Peck included in Module 4 (*Graduated Licensing: What makes it effective?*) ends with a section on motivating drivers as a means of reducing accidents and violations. The authors comment that motivating safe driving is particularly important for drivers whose abilities are marginal, and observe that such motivation can be encouraged through system elements such as contingent advancement, early intervention, and improvement courses.

Motivation can also be encouraged through training and educational activities. As noted in the Howard-Rose/Orom document included in Module 6, past efforts to change poor attitudes that new drivers might bring to driver education courses have been minimal. Assessment and evaluation of progress or achievement in areas related to attitudes, values and motivations have also been avoided in typical training programs. However, in light of the work of educators, psychologists, and other social scientists regarding the formation and changing of personal values and beliefs, new understandings and instructional strategies have emerged. These are being introduced in training programs in some jurisdictions.

Using appropriate strategies to help develop “thinking drivers”

The BC curriculum upon which graduated licensing driving courses are based, *Mapping a Safe Course*, focuses on driving attitudes and motivations, social responsibilities, hazard perception and risk avoidance. The curriculum was intended to improve upon existing driver education programs in North America by addressing inadequacies in both content and instructional components which have been noted by experts in the field. The goal of GLP courses based on *Mapping a Safe Course* is to develop safe, responsible driving habits, in addition to vehicle handling skills. Specific instructional strategies must be used in order to accomplish this goal.

The difficulty inherent in teaching aspects of driving such as attitudes, motivations and cognitive skills may explain some of the resistance to including these areas in traditional driver training courses. Therefore, portions of the ICBC publication the *Instructor Resource Kit* (1998) is included in this module to give an explanation of appropriate instructional techniques for this critical addition to driver training programs.

Profile of a driving instructor

The descriptor profile for driving instructors, which can be found on the HRDC web site (NOC Search Engine 4216), describes the generic aptitudes, interests and worker functions as they relate to main duties of driving instructors listed below. However, note that this view of a driving instructor is a traditional one that does not reflect the more complex skill set required implement an curriculum with the philosophical underpinnings and requiring instructional expertise inherent in BC's *Mapping a Safe Course*.

Driving instructor characteristics documented on this web site are:

- **General learning ability** to understand the principles of driving motor vehicles in order to explain and demonstrate operation of brakes, clutches, gear shifts, automatic transmissions, signals and lights
- **Verbal ability** to explain driving techniques to individuals and groups
- **Spatial perception** to supervise individuals during practice driving
- **Motor co-ordination** and **manual dexterity** to demonstrate motor vehicle operations
- **Social interest** in **compiling** information to explain and demonstrate the operations of motor vehicles; and in explaining traffic regulations and insurance laws
- **Directive interest** in **instructing** individuals and groups; and in supervising individuals during practice driving
- **Methodical interest** in **driving** to demonstrate techniques, handling and operations of motor vehicles

Instructor training requirements in several international jurisdictions

A review of various jurisdictions indicates that there is a trend of increasing expectations for training of driving instructors, particularly in jurisdictions with graduated licensing.

Germany: National instructor program

An article driving instruction in Germany by the Deutsche Fahrlehrer-Akademie E.V. (1995) describes requirements for driving instructors:

- 23 years of age
- Suited to the profession intellectually, physically, and in terms of personality
- Completed secondary school education and vocational training in recognized subject
- Possess driving license for class of vehicle
- Sufficient experience driving vehicles in class

Training of driving instructors is five to eight months in length, takes place in an officially recognized training establishment and candidates must pass an examination (written, oral and practical – including on-road vehicle handling skills and teaching skills) administered by state examination boards. Further courses are required for instructional roles other than basic driver training.

Subject areas covered in the curriculum for basic qualification are:

- Principles of pedagogy and psychology
- Traffic regulations and hazards on the road
- Legal aspects
- Motor vehicles technology
- Environmental protection
- Energy-saving driving techniques
- Lesson-planning
- Teaching practice
- Safe and skillful driving techniques
- Legal aspects of the profession

Sweden: Recommended enhancement of credentials

An article by the Swedish National Road Administration (SNRA, 2000) states that in Sweden, professional driving school teachers is currently conducted in the upper secondary school program for adults. However, it has been recommended that this instruction be re-located to the college level in order to expand the qualifications to suit changes in the driver education system.

This action is predicated on the importance of the driving instructor as the intermediary link between the new driver and the goals of the driver education program. Such a course of action is expected to facilitate the establishment of different kinds of traffic education courses in the public school curriculum through more qualified teachers, something not available in the present system (i.e. in 2000).

USA: Interest in reinstating post-secondary level training

The Spring 1998 issue of the Chronicle of the American Driver and Traffic Safety Education Association (ADTSEA) web site includes an article on driver education instructor training that reports that in the USA, many colleges and universities that had once offered training for driver education teachers no longer have such programs. This decline in training driving school instructors was due to a decline in the number of public schools offering driver education. As there were no jobs for young teachers, universities discontinued their programs.

The article continues, stating that renewed interest in driver education, in particular as a component of graduated licensing, has already increased the demand for driver education teachers. The article raises the importance of driver education in graduated licensing, questioning: “How can we expect young people to behave in a specific way on our highways if we do not train them to do so?”

In 1998, an organization in the USA, The Coalition for Road and Traffic Safety, in cooperation with ADTSEA/IUP, proposed the development and implementation of a teacher credentialing and training program to be offered on an elective basis to states and local communities. The purpose of this program is to begin developing uniformity in the training of driver education teachers and to recognize those individuals who are dedicated to their teaching.

The course outlines that proposed for use in the nationally directed driver education teacher training program would build on the existing college and university programs that provide training for driver education teachers. The three courses are: The Driving Task, In-Car Instruction Techniques, and Classroom Instruction Techniques.

Canada: Experience and regulated requirements

[In Canada] there is no formal national driver instructor training programs. Instead, driving instructors attend training programs offered primarily through private companies (there are some publicly-supported programs), and must obtain special licensure as a driving instructor in the province of employment.

In British Columbia, for example, prospective driving instructors must meet basic requirements such as:

- Hold a valid BC Drivers' License
- Do not have a criminal record
- Limited number of demerits on own drivers' license

All driving instructor training in the province is delivered by approximately ten driver training schools (this figure includes training for schools providing instructor training for passenger vehicle [10] and professional driving [4] instructors as some schools conduct both types of training). These schools hold certification agreements with a provincial licensing unit and all must meet standards regarding instructor qualifications, facilities, curriculum topics and course length. Until recently, the majority of passenger vehicle driving instructors were licensed to teach in-car driving lessons only.

Length of driving instructor training is short, relative to countries such as Germany:

- Passenger vehicle instructors: 80 hours, including training on vehicle-handling techniques and instructional strategies.
- Commercial vehicle instructors: 40 hours advanced instructor training specific to commercial vehicles in addition to passenger vehicle training course.

Qualified driver training instructors who choose to teach in graduated licensing programs (passenger vehicle only) must add a GLP designation to their driver instructor licence by successfully completing a 5-day course, the *GLP Instructor Course*. This designation certifies instructors to teach both in-class and on-road components of GLP Courses. The course includes the philosophical approach underpinning the curriculum, instructional

strategies to involve students in their learning and assessment strategies to promote continued student learning.

Driving school standards (for instructor training schools and for instructors)

In British Columbia, Driving School Inspectors are responsible for monitoring and supporting schools which train driver training instructors as for schools which train new drivers. Course delivery standards include:

- Posting of appropriate legal certifications
- Number of hours of instruction
- Classroom standards
- Advertising standards
- Record keeping standards

Slides

Slide 1

Motivating Students

1. GLP System (McKnight & Peck)
 - Contingent advancement
 - Early intervention
 - Improvement courses

2. Training/education

Slide 2

Amount of Instructor/Student Control in Activities

Source: ICBC IRK

Slide 3

Amount of Student Interaction in Activities

Source: ICBC IRK

Slide 4-5-6

The “Learning to Drive” slides # 1, #2, #3
– note change is who is doing the thinking

Source: GLP ICBC

Slide 7

Instructional Strategies
Discussion

Use figure from page 9
Source: ICBC IRK

Interactive activity

Source: ICBC IRK
Use figure from page 13

Individual learning

Source: ICBC IRK
Use figure from page 17

Lectures, videos

Source: ICBC IRK
Use figure from page 18

Vehicle practice

Source: ICBC IRK
Use figure from page 23

Slide 8

Germany: National instructor program
Sweden: recommended enhancement
USA: reinstating post-secondary level
Canada: experience and requirements