acting for the future

How to be aware of - and target the learner driver's state of mind.

Hilde Kjelsrud
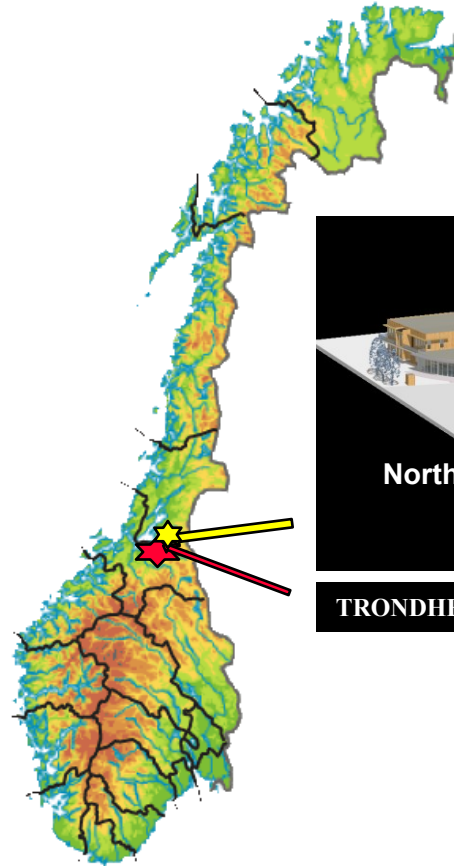Assistant Professor

Kåre Robertsen
Assistant Professor

Nord Trøndelag University College Faculty of education of driving instructors

Vd TÜV
Verband der TÜV e. V.

DVR
Deutscher Verkehrssicherheitsrat

cieca
The International Commission for Driver Testing

acting
for the future

Nord-Trøndelag University College,
Faculty of Education for Driving Instruc
Norway

- A National Training centre

- Two-year educational programme to qualify as a licensed category B Driving teacher

- Advanced training programmes for Driving teachers and Examiners

- State university college; governmental funded

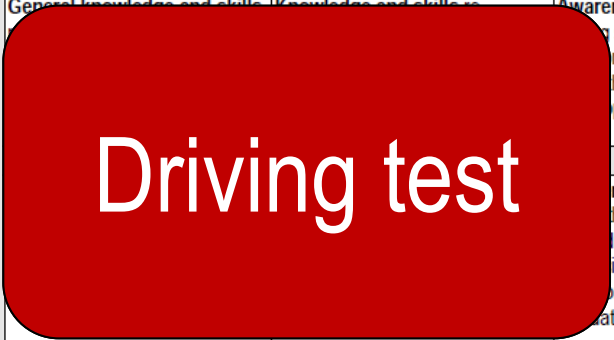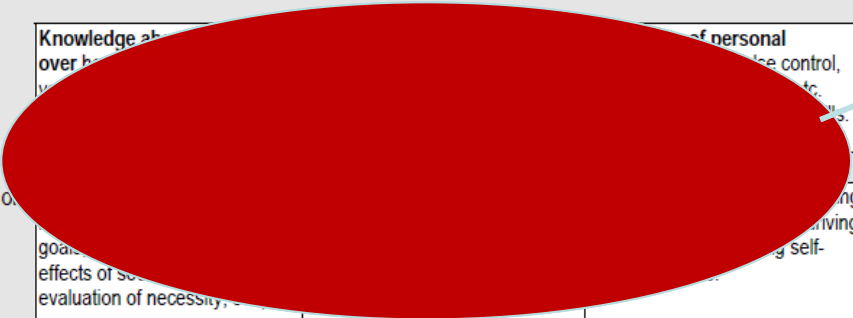**North – Trondelag University College Campus Stjordal**

TRONDHEIM

Vd TÜV
Verband der TÜV e. V.

DVR
Deutscher Verkehrssicherheitsrat

c/ieca
The International Commission for Driver Testing

acting for the future

Our approach

Hierarchical level of behaviour (extent of generalisation):	Central content of driver education: Knowledge and skills the driver has to master	Risk increasing factors the driver must be aware of	Self-evaluation
Goals for life and skills for living (global)	Knowledge ab... over h...	...f personal ...e control, ...tc. ...s.	
Goals and context of driving (specific trip)	goal... effects of s... evaluation of necessity, ...	...ng ...iving ...g self-	
Mastery of traffic situations (specific situation)	General knowledge and skills	Knowledge and skills re...	Awareness of personal skills, ... style, hazard perception, ...m the viewpoint of ...hs and weaknesses. ...ping self-evaluation skills.
Vehicle manoeuvring (specific task)			...ness of personal ...hs and weaknesses re. ...riving skills and car control ...ially in hazardous ...ns), etc. Developing self-...ation skills.

Driving test

How to implement this part of the matrix in the driver learning programme

Curriculum has ambitions that go beyond the driving test

Vd TÜV
Verband der TÜV e. V.

DVR
Deutscher
Verkehrssicherheitsrat

CIECA
The International Commission for Driver Testing

Our approach

The main question is: Why do young novice drivers, especially male drivers, don't drive the way they are taught: safely and with low risk as a priority?

– Our emotional state is determining our driving behaviour more than we like to admit.

– We can't "erase" or reset to zero our emotional state, we need to learn to deal with it.

- Our feelings are always present. And you can't learn not to be angry, you can't learn not to be happy, but we can learn how the emotions affect our actions.

Our approach

Every action
originates
from an emotion

Examples

Emotion	Action
Afraid	Run
Anger	Attack
Sad	Withdraw
Shame	Hide
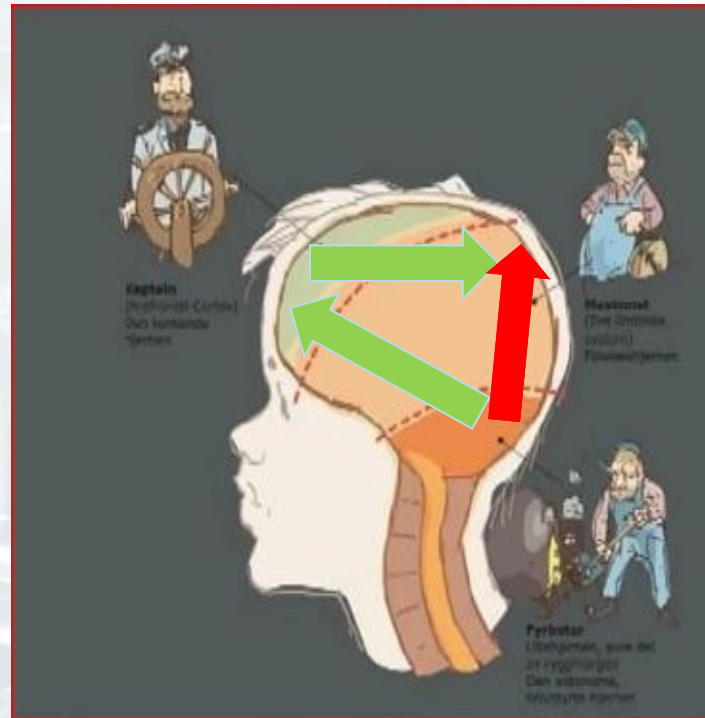
- We want to create a link from the brains emotional center to the frontal cortex before being brought into the action center

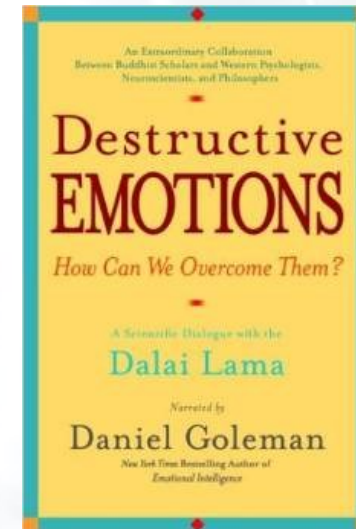- It is about establishing neural pathways

Our approach

Before the driving teacher can enter and help the learner drivers to analyze their driving behaviours, he / she has to help him / her to be aware of their emotional state. Without first making a scratch in the surrounding bubble, attempts at a rational analysis will be fruitless.
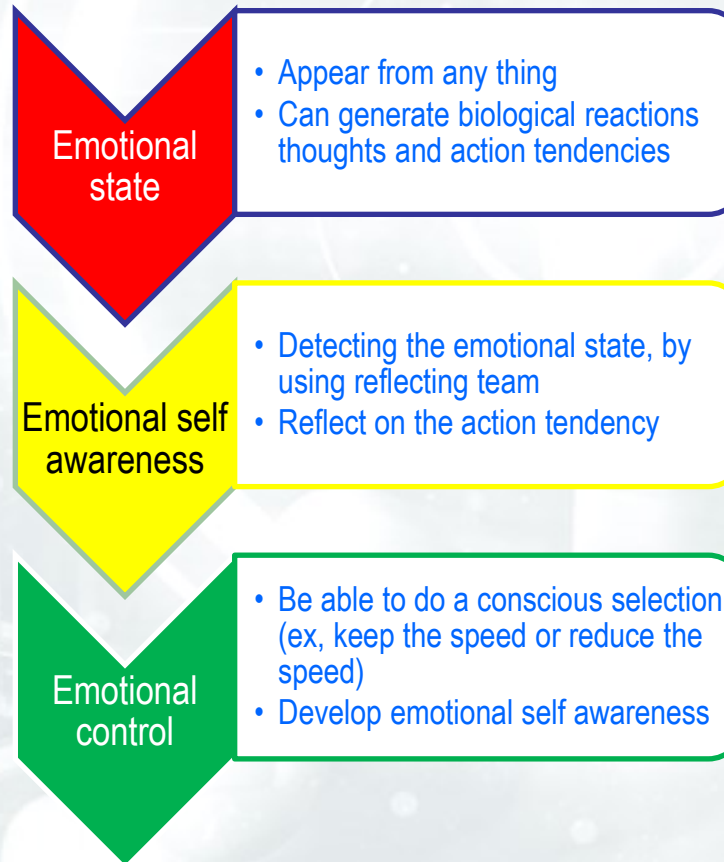
The emotional fog/blur

Our approach

- Handling destructive emotions is similar to how the body handles cold. If we have a well prepared immune system, the cold does not affect us so much. It is the same way with emotions. If we have a well prepared immune system, the emotions won't create so much turbulence and imbalance. The main point will be to create a "emotion immune system" .
  - Dalai Lama

7

Our approach

Emotional state
- Appear from any thing
- Can generate biological reactions thoughts and action tendencies

Emotional self awareness
- Detecting the emotional state, by using reflecting team
- Reflect on the action tendency

Emotional control
- Be able to do a conscious selection (ex, keep the speed or reduce the speed)
- Develop emotional self awareness

Theoretical framework

- Reflection and reflecting team

- Knowledge, teaching and learning

- Communication, listen carefully and ask questions

- Different learning models

- Care and empathy

Pre guidance before driving/thory lesson, reflecting team and driving teacher

Students writing a reflection note

Driving lesson Reflecting team in back seat/classroom

Reflecting team

Driving Teacher «5 minutes» to avoid misunderstandings

Reflecting team talking «behind the driving teacher's back» after driving lesson

Affective questions

- Target emotions and experiences

- Use words as feel and experience

- To change the perspective, in a different point of view..

- Affective questions contributes to set focus on reactions, motivation, attitudes and engagement.

- These kind of questions may trigger reactions/feelings that we can not predict

Be more concerned about how to deal with these reactions if they appear than to trigger them.
Samples:
How do you experience…..?
What are your feelings in this situation?
How was your reaction when…..?

Care and Empathy

- Mutual trust
- Active empathy
- Access to help
- Go-ahead-spirit
- No condemnation

Results and Conclusions

- Learn to talk about emotions

  – Awareness

  – Empathy /listen carefully

  – "I'm a bit worried today"

    "I did not know she was stressed, until she said so!"

Traditionally, the rational part of the human intelligence have been taken as a standard for human talent. But new research brings forward that rational thoughts are less valuable if the emotions are not asked for advice.

Daniel Goleman

IQ vs EQ

IQ predicts
1-20%
of Success

EQ predicts
27-45%
of Success
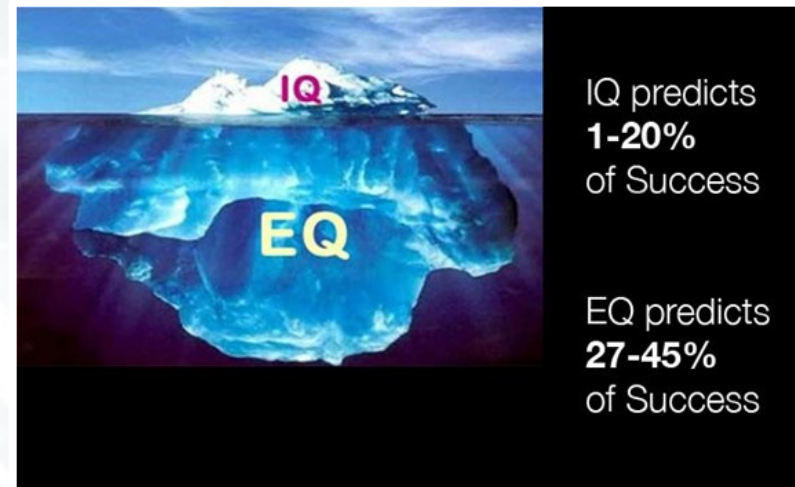
"IQ alone is not enough; EQ also matters. (Bressert, 2007)

Conclusion

We must learn how to be aware of - and target the

learner driver's state of mind.

References

Coghlan, D., Brannick, T., red 2006. *Doing action research in your own organization.*

Elkjær, B., 2004, Organizational learning, The third way

LeDoux Josef. Diverse web linker

Gottschalk, P., 2004, *Informasjonsteknologi i kunnskapsledelse.*

Gotvassli, KÅ., 2007, *Kunnskaps- og prestasjonsutvikling i organisasjoner: rasjonalitet eller intuisjon og følelser?*

Imsen, G., 2002, *Lærerens verden*

Irgens, E., 2007, *Profesjon og organisasjon*

Goleman, 2002 Daniel. Emosjonell intelligens, Gyldendals forlag

Gardner Howard . 2006 Påvirkning, Hegnar media

Moe Dagfinn 2008 Kjøreprosessen

Newell, S., Robertson, M., Scarbrough, H., Swan, J., 2002. *Managing knowledge work.*

Nordhaug, O., 2006, *Kunnskapsledelse, trender og utfordringer*

References

Nord-Trøndelag University College, Faculty of Education for Driving Instructors, Course Curriculum; *Two-year basic training for Driving Instructors.* 2007.

Nyeng, Frode. 2006. Følelser i filosofi, vitenskap og dagligliv. Abstract Forlag

Peraaho, M., Keskinen, E., Hattaka, M., 2003, *Førerkompetanse i et hierarkisk perspektiv;*
Konsekvenser for føreropplæringen

Rennemo, Ø., 2006. *Lever og lær*

Sewerin, T., 1996. *En plass i stolen*, en arbeidsbok for grupper om grupper

Siggard Jensen, S., Mønsted,M., Fejfer Olsen,S., 2004, *Viden, ledelse og kommunikasjon.*

Statens vegvesen, 2004, *Læreplan klasse B og BE*, Vegdirektoratet

Statens vegvesen, 2005, *Føreropplæring i Norge*, Vegdirektoratet

Tiller, T., 1999, *Aksjonslæring. Forskende partnerskap i skolen*

Torsmyr, K., 2007, *Norsk trafikklærerutdanning i skjæringspunktet mellom politikk*
pedagogikk og trafikk i over 30 år

Von Krogh, G., Ichijo, K.,I., 2005, *slik skapes kunnskap*