To what extent does new technology have a focus in today's driver training?

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Every 24 seconds, a person dies in a traffic accident in the world. In Norway, the accident development has been declining for many years from the peak in 1970, with 560 killed even though there were far lesser cars, to an average of 110 killed the past 5 years (SSB, 2021). Factors including improved driver education, better infrastructure, targeted control activities, and the fact that young people are somewhat different than before all come into play. In addition, a technological development that has made the cars safer has led to fewer people dying in road traffic accidents (Sætren, Wigum, Robertsen, Bogfjellmo & Suzen, 2018).

The technological changes are accelerating, and we are experiencing an increasing number of cars that to a certain extent make their own choices (Rao & Frtunikj, 2018). Even though there are obvious benefits from technological development such as the technology taking over tasks such as changing gears, keeping the speed stable, avoiding collisions with pre-crash systems, navigation, and so forth, the driver can pay attention to other aspects. However, a challenge that is highlighted from several research environments is the mix between vehicles with advanced driver assistance systems (ADAS) and those without (e.g. Sætren et al., 2018; Banks, Eriksson, O'Donoghue, & Stanton, 2018). A prerequisite for safe traffic flow will be good interaction. Further, the algorithms of machine learning development in cars are still assessed to be immature regarding driving in real life road traffic (Rao & Frtunikj, 2018) and the legal aspects of responsibility are not yet established (Sætren et al., 2018; Helde, 2021).

We are in a transition process to new and more complex technology be and this affects how driver training currently is and should be conducted (Sætren et a., 2018). However, there are very little research found on the topic of how driver instructors implement new and different technological solutions in their driver training and how this affects the learning outcome. For this reason, our research question is: *How are driving schools including new and more automated technology in their driver training?*

The study will look at current driver training and interviews are planned to be conducted of 10-15 driver instructors from a variety of driving schools in Norway. These will include schools with few driver instructors with few school cars to larger driving schools which include advanced simulator training for their students. A comparative nature is thus of interest

from different aspects of how technology is used and taught and to establish which factors that determine which technology is taught to future drivers and not.

References

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