

Elisabeth Suzen
Associate Professor in Education
Nord University, Traffic section
NORWAY

Abstract for the 55th CIECA Congress, 23-26 May 2023

What do novice drivers need to know today? Revising the GDE matrix

Many European countries today base their driving education upon the GDE matrix. GDE is a theoretical summarized overview of knowledge that has emerged through many years of research, and it shows what the driver's competence should consist of. The matrix was published in 1999 and since then a lot of research in the pedagogical and psychological field have been made. Therefore, in my presentation I will argue that it is time to revise the GDE matrix and the what the driver competence should consist of. The context has changed, society and research have changed, and I believe it is appropriate to revise the matrix and update it according to recent research and what we know in 2022.

In line with the GDE matrix, my study has a theoretical approach. I have done a scoping review of later research to revise the matrix. The reasons for this are plural: Firstly, the GDA matrix is completely dependent on what has been researched. It depends on which subjects have laid down the premises and how one has researched. The matrix is based on traffic psychology, but later years has showed us more plural research (mostly from pedagogy). In this way, the matrix is situated knowledge, i.e. knowledge that springs from a specific position, a certain place in time and space.

Today, we know from international research that younger people take lower risk, they are more performance focused, more value based and have a higher degree of accountability. We know that everything lays on the willingness to take safe choices. It's not knowledge or skills that in the end leads our choices, it all depends on the will to do so. People are also inner motivated, so it is important to facilitate for this motivation (Pont, Moorman, & Nusche, 2008; UNESCO, 2022). The upper levels in the matrix (social environments and personal skills for living) are based on research on humans in general (who we are, how we develop and socialize) and the matrix should be revised according to recent research.

In the field of traffic, risk was previously the research focus. This it is not surprising, the main reason for traffic education is to function as a preventive measure against accidents (and the desire to make novice drivers aware of the risks of traveling in traffic). Accidents came first, education was the answer. Both the research methods and content laid the premises for the knowledge in which the matrix is based upon.

In order to balance the risk focus, I believe that, based on recent educational research, we should include an area that covers what we know about today's young people. I have called this column "Growth/Bildung" (see figure 1):

Knowledge	Risk	Growth/Bildung	Self-evaluation
	Social environment		
	Personal goals for life and skills for living		
	Goals and context of driving		
	Mastery of traffic situations		
	Vehicle control and manoeuvring		

Figure 1: Revised GDE-matrix, Suzen, 2022 (unpublished)

Bildung is an old term that has had a renaissance after 2000. The term is about two things: both socialization into a society, but just as much personal growth and development. Education contains both formation and learning, but learning has no values as a basis. For example, we can learn to kill someone, then we have learned, but is that what we really want to learn? Bildung is value base and is often explained as what we are left with when we have forgotten everything we have learned. Education is more than learning – we must contribute to the development of the person as one. We must reassure the novice drivers to take responsibility, reflect, be critical thinkers and trust themselves and their value choices.

Literature:

Pont, B., Moorman, H., & Nusche, D. (2008). *Improving school leadership* (Vol. 1, pp. 1-199). Paris: OECD.

UNESCO. (2022). *Reimagining our futures together: A new social contract for education*. UN.