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Summary

Technology and learning outcomes in driver training
A study among traffic teachers and students

The study examines variation and learning outcomes in traffic education in Norway, based on two surveys, one among traffic teachers (N=179), and one among driver training students who have obtained a driver's license during the last 12 months (N=595), as well as case studies with interviews (N=14) and observation at five traffic schools. The study examines variation and learning outcomes in traffic education in Norway. The traffic teachers primarily use a student-centred teaching style, with a focus on reflection and discussion based on the students' abilities and needs. We also find that the educational tools are adapted to the skills to be learned, and that there is a focus on activating and engaging the students. Both teachers and students report a high learning outcome, but the traffic teachers have less confidence that they can teach the content at higher levels of the GDE model than at lower levels. The learning outcome for students and teachers is particularly influenced by traffic teachers' degree of a student-centred teaching style. Such a teaching style also has an impact on learning outcomes after the students have obtained their driving licence. The person who has the most influence on student's driving style today is the traffic teacher, followed by family and friends. What particularly influences the extent to which traffic teachers have such an influence is a student-centred teaching style. Traffic teachers have a positive attitude to technological tools in driver training and want to use them in the future. However, few have received training in this, indicating a need for this in the future.