



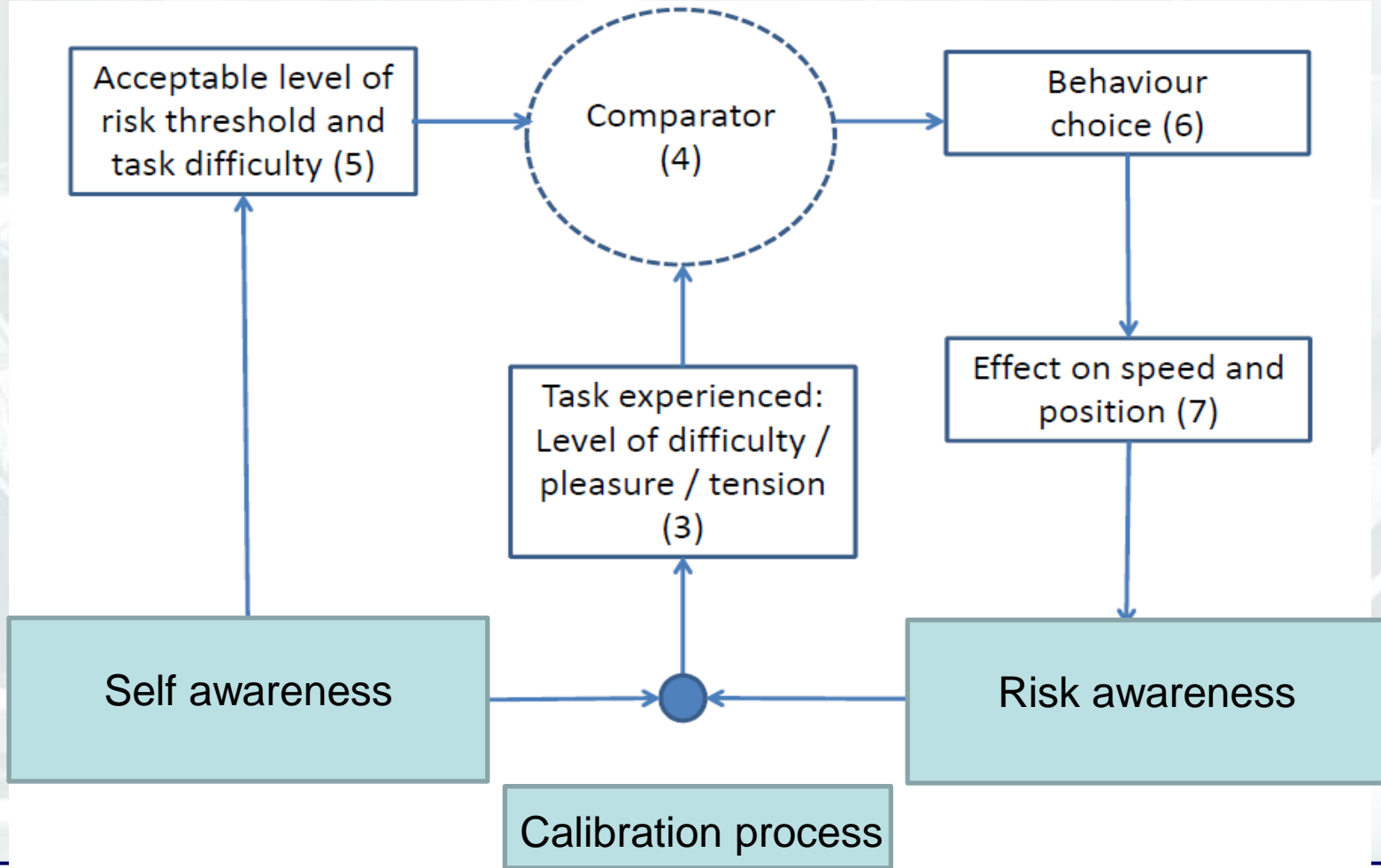
Learning to drive means learning about oneself

Ludo Kluppels – Belgian Road Safety Institute



- Theoretical framework
- Calibration as a concept
- A few ideas to tackle it
- Implications for the educational practice

Task-capability interface model
Ray Fuller (2005)



Risk awareness



recognition

- What do I call “risk”?
- “Sensation seeking”
- My proper risk

detection

- Visual hazards
- Hidden hazards
- Strategies for scanning

assessing

- Prediction / taking perspective
- Balancing different hazards
- Choosing the right action



Self awareness

Real capacities and skills

Fitness to drive
Driving ability



Perceived capacities and skills

The 'hero' in me
My image

Self awareness



Human
limitations



Personal
drives



Emotions



Human limitations

- Perception
 - Perceptual field and speed
 - Camouflage





Human limitations




- **Perception**
 - Perceptual field and speed
 - Camouflage
 - “Inattentional blindness” – ‘look but failed to see’-accident
- **Attention**
 - Limited...
 - Multi-tasking...



Personal drives

- Deery (1998) “subtypes of young novice drivers”
 - **Cluster 1:** driving-related aggression / competition / driving= tension ↘
 - **Cluster 5:** + high irritability
- Matthews (1996) “driver coping style”
 - ‘**confrontive coping**’ versus ‘task-focused’
 - ‘emotional’ versus ‘reappraisal’



| 'Coping style' | 'Coaching style' |
|--|--|
| Too assertive / competitive driving |  Overviewing situations / what could happen? / balance of gains and risks / ... |
| Too flexible interpretation of rules |  Questioning the meaning of rules (safety, predictability) / looking for hazards |
| Aggressive reactions to other road users |  Analysing own influence / could we predict the behaviour of the other? / Can we give ourselves time and space to predict... |
| Emotional reactions (I can't...) | Back to the facts: let them differentiate their feeling / thinking / doing |
| ... | ... |



Emotions...

- Discussion in group
- Take recognisable situations (friends in the car – fatigue – time pressure -...)
- Discussion line
 - How will they handle these situations?
 - What are pro's and con's?
 - Other strategies possible?

Implications for the driver trainer

- From teaching to coaching
- Differentiation of learning programs
- Feedback and self evaluation
- Group discussion

Implications for the driver examination

- Risk perception is an important skill and can be measured!
- An examination is based on driving behaviour!

Implications for the politicians

- Second phase (live long learning process)
- Combination professional and lay-instructor

Thanks for your attention!

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