

Psychological Approaches to Driver Education

Course overview This one day course has a strong focus on the development of the instructor's ability to apply the Goals for Driver Education through an improved understanding of the psychology of how people learn to drive. At the end of the course the participants will be able to use simple psychological models to inform their planning of in-car driving sessions taking into account the learning needs of the learner.

Learning outcomes The learning outcomes of the course are for the course participants to:

- Develop a deeper understanding of the role that context has in driving behaviour and how to address this in driver education
- Consider how a number of psychological models could be used within driver education including:
 - Transtheoretical model of change (Prochaska & DiClemente 1983)
 - Task Capability Model (Fuller 1998)
 - Theory of Planned behaviour (Ajzen 1988)
 - Arousal and Performance Theory (Yerkes and Dobson 1908)
- Use simple psychological models in the planning of driving sessions
- Have a better understanding of learning styles and how to address these within a driving session

Course timetable

09.00 Registration and Coffee

09.15 Ice breaker and setting the session's goals

09.30 What stops us learning?

10.00 Theory of Planned behaviour

10.30 Break

10.45 Arousal and Performance Theory linked to speed choice

11.00 Learning Styles and you

11.30 How do we build self-evaluation into driver education?

12.30 Lunch

13.15 Levels of learning

14.00 Changing context and the Transtheoretical model of change

15.00 Break

15.15 Dealing with dyslexia

16.15 Summary

16.30 Course complete

Who should attend this course?

This course is ideal for any instructor or trainee instructor who wishes to further develop their knowledge, understanding and ability to deliver a driving lesson related to the learning outcomes above.