TRYGG TRAFIKK

ENSURE HIGH QUALITY EDUCATION

Webinar 23.June 2020

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ENSURE HIGH QUALITY EDUCATION

9. Ensure that TSaME is about knowledge, skills, attitudes and motivation as well as training in traffic

10. Keep traffic safety and mobility education up to date

11. Use quality standards

12. Undertake tests, process and/or outcome evaluations

13. Assess pupils and let pupils evaluate themselves

PRINCIPLE 9.

KNOWLEDGE, SKILLS, ATTITUDES, MOTIVATION, TRAINING

- From learning rules towards creating insight and understanding.
- From teacher centred towards student centred approaches.
- To support the safety of children also builds a foundation for safety at older age.
- Reflection, application, recapitulation, continous assessment.

- Best practice example : An Elective Course in traffic knowledge at Secondary Schools

PRINCIPLE 10.

KEEP TRAFFIC SAFETY EDUCATION UP TO DATE

- New trends in traffic safety and evaluation of road safety education interventions.
- Neuroscience, psychology, technology, pedagogy and developments in school.
- Relevant for the future.

- Best practice example: Using New Technologies: Eye-Tracking and Virtual Reality for Young Cyclists

PRINCIPLE 10.

CHILDREN, ATTENTION AND CYCLING

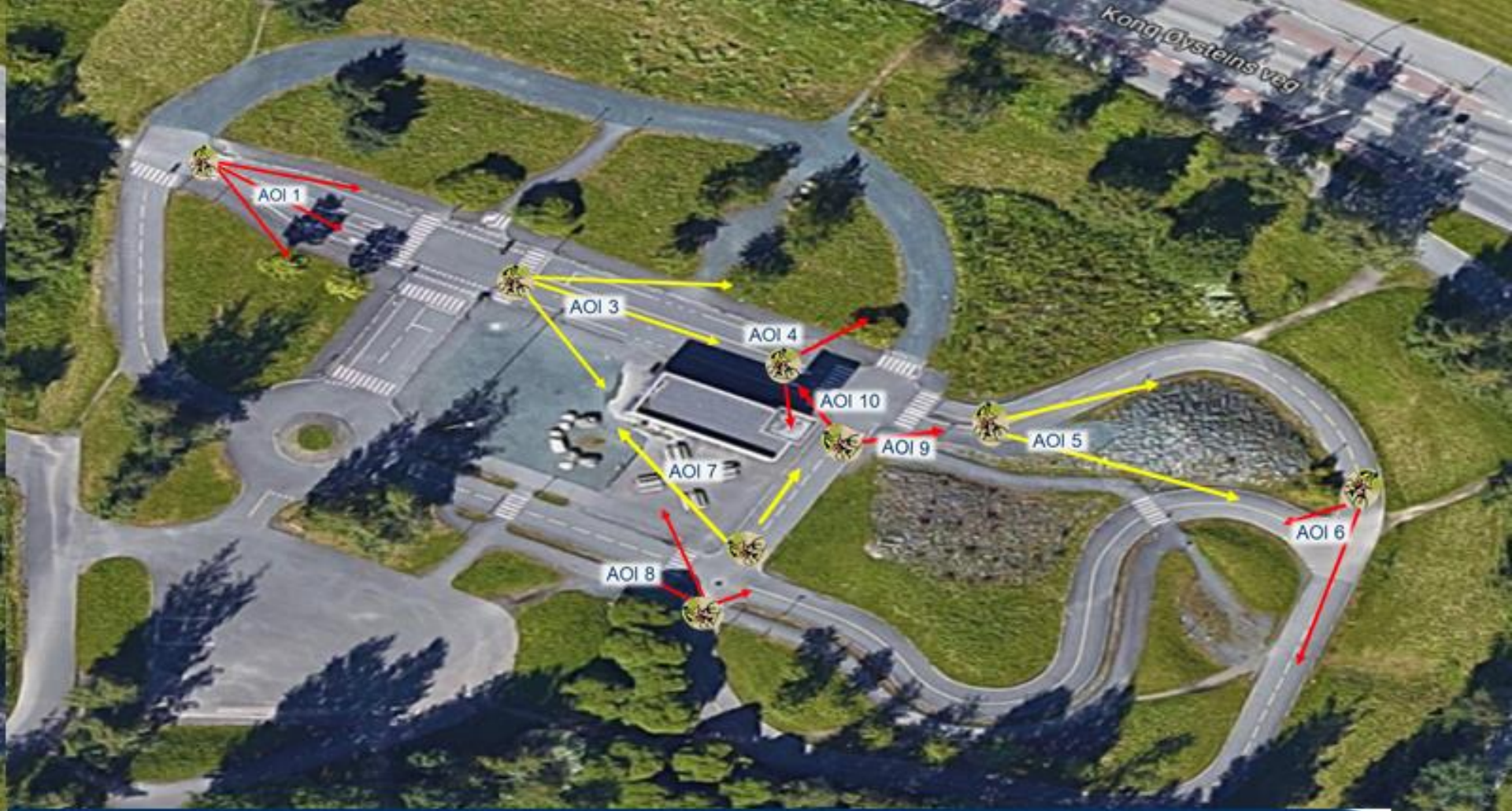
- Project name: **Children, Attention and Cycling (CAC)**
  Period: 2014 – 2019
- Cycling and teaching took place at Eberg Trafikkgård.
  Teachers from three counties conducted the training programme with 30 pupils.
- Financial support: Trygg Trafikk and the counties Trøndelag, Nordland and Østfold
- Responsible: SINTEF, Nord University and Trygg Trafikk

- My presentation is based on an article in Gemini, published 11.06.2020 by Christina Benjaminsen, a paper by Jan Petter Wigum at Nord University, and a presentation by Dagfinn Moe at SINTEF.

PRINCIPLE 10.

CHILDREN, ATTENTION AND CYCLING

- Based on the latest research in neuroscience.
- Attention training programme.
- Cognitive maps.
- Evaluated by studying cyclist behaviour in a VR scenario.
- Pupils sit on a bice with VR goggles with integrated eye-tracking.
- The task is to behave like they practiced during the training.
- Control group.
- Result: a distinct difference in favour of the experiment group.


Kong Øysteins veg
AOI 1
AOI 3
AOI 4
AOI 10
AOI 9
AOI 5
AOI 7
AOI 6
AOI 8

4 (Road roller) E-1,55 og K-0,72

5(plan 3) E-6,31 og K-4,14

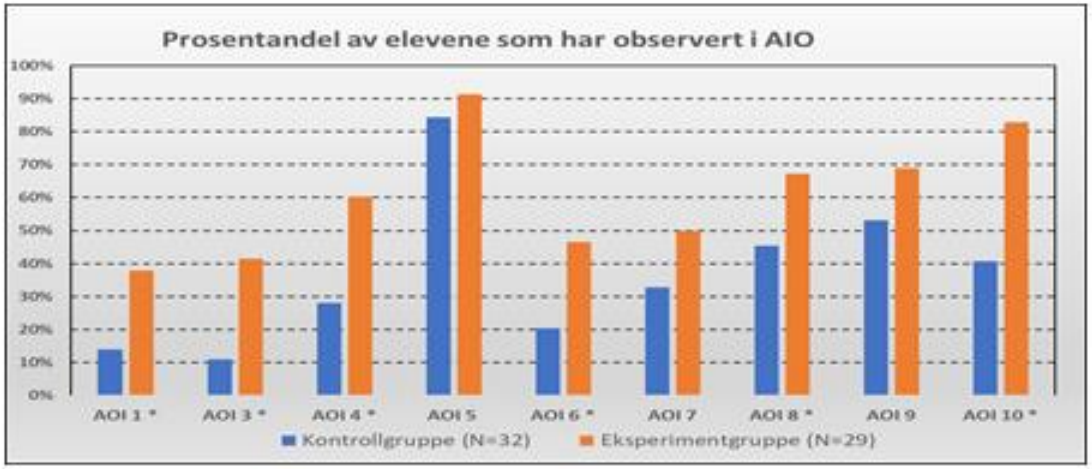
6 (plan 3(1) E-1,41 og K-0,65

7(plan 5) E-1,57 og K-0,76

8(plan 6) E-2,47 og K-1,06

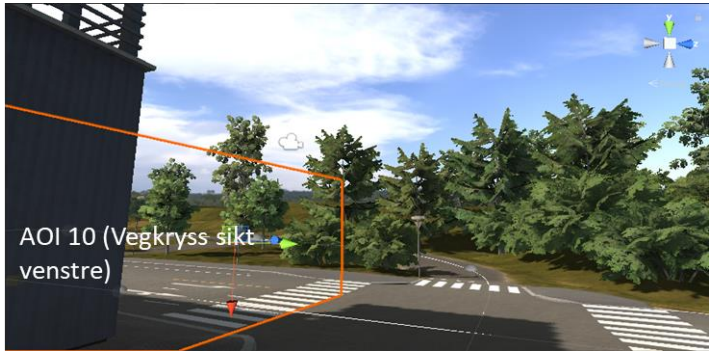
3 Plane E-2,26 og K-0,27

1 (plan 2) E-2,02 og K-0,79

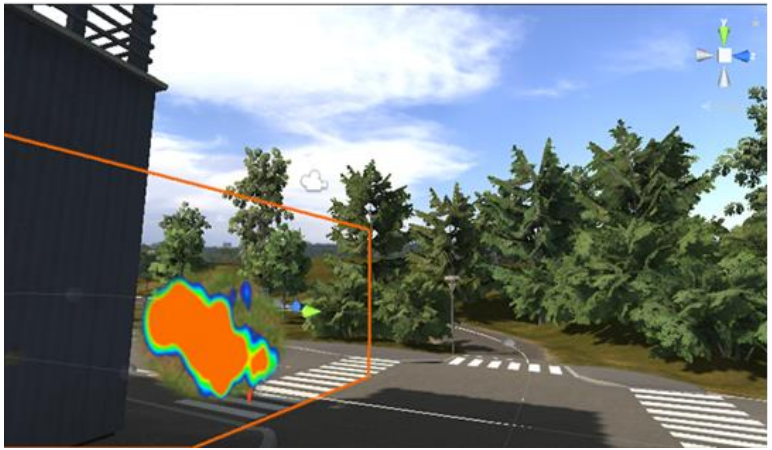


9(plan 4(1) E-2,47 og K-2,15

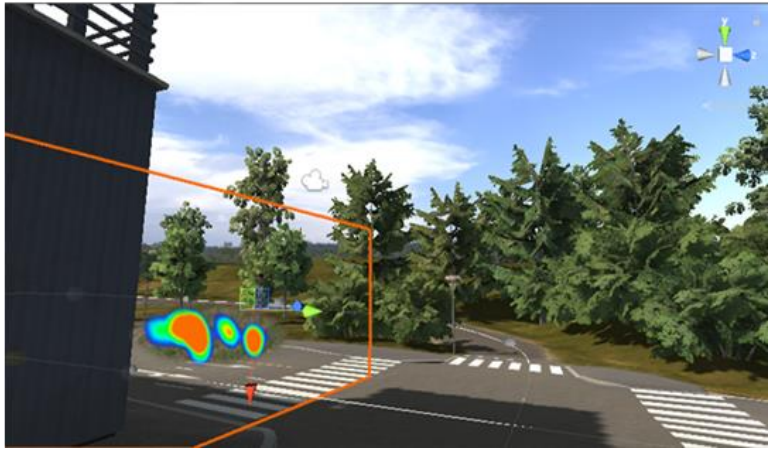
10(plan 4) E-3,26 og K-1,34



Eksperimentgruppe AOI 10



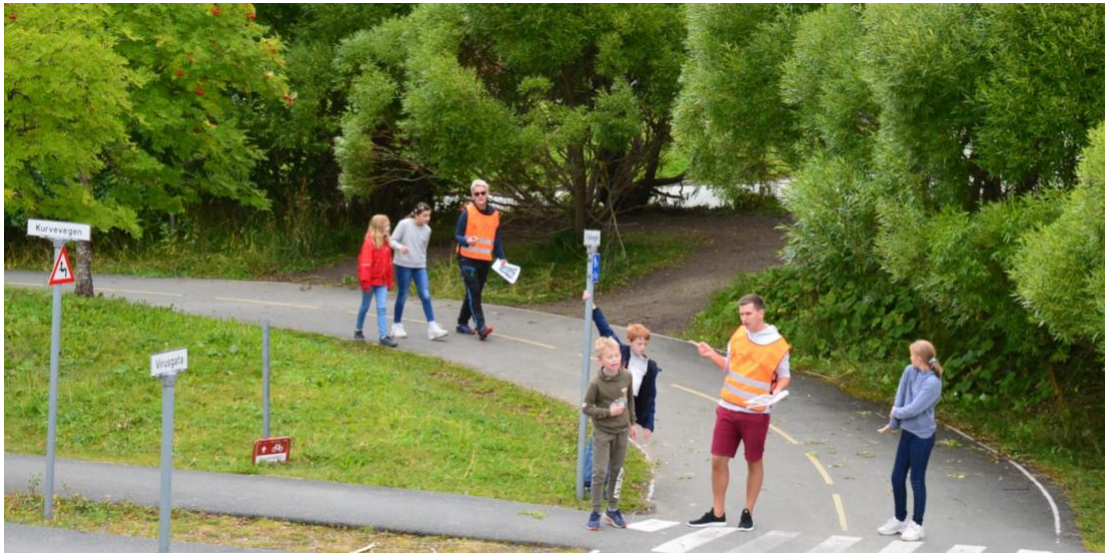
Kontrollgruppe AOI 10



PRINCIPLE 10.

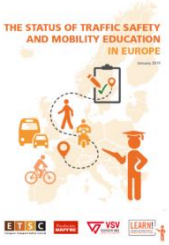
CHILDREN, ATTENTION AND CYCLING

- Active students
- Cognitive maps
- Risk factors
- Problem-based teaching
- Teacher’s guide
- Improve selective attention
- Self-regulation



Publications

LEARN! Report on the Status of Traffic Safety and Mobility Education in Europe

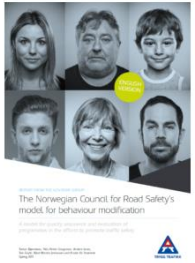


The report provides an overview of the status of traffic safety and mobility education across Europe from both a legal as well as a practical perspective. It sets out where in Europe such education is given, at what level (e.g. primary and/or secondary), if it is required by law, who teaches the course, and how the lessons are structur ed.

The report also looks at the road safety situation for children and youngsters as well as the EU's role in traffic safety and mobility education, and examines mobility education from the wider perspective of health and sustainability.

Download the report here.

The Norwegian Council for Road Safety's Model for Behaviour Modification



The NCRS's Model for Behaviour Modification is a tool for optimal planning and implementation of programmes and for what can be evaluated. Their model combines key aspects of five of the most recognised and applied theories of behaviour modification: the theory of planned behaviour, health-belief-model, theory of interpersonal behaviour, elaboration-likelihood model, and the transtheoretical modal of change.

The report explains how the model can be applied in practice, and provides a general guidance template as well as two examples.

Download the report here.

PRINCIPLE 11.

USE QUALITY STANDARDS

- Motivation, notions, attitudes and behaviour.
- A number of theoretical models helps us understand how we function.
- To fill the gap between behaviour theories and applied pedagogical traffic safety work.
- Develop a model – can work like a toolbox.
- Seven established theories analysed (now being supplied with MBE).
- Change attitudes, intentions or actual behaviour?

PRINCIPLE 12 AND 13.

ASSESSMENT AND EVALUATION

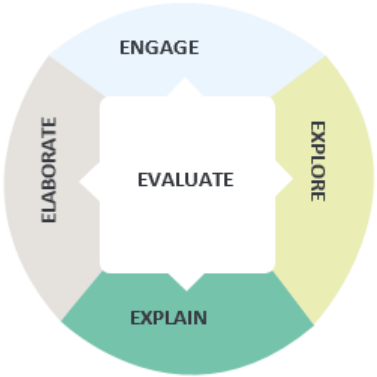
- ENGAGE
– capture the attention, motivate, identify existing skills.

- EXPLORE
– investigation, gather information, make decisions.

- EXPLAIN
– from everyday language to professional concepts.

- ELABORATE
– use knowledge in new contexts.

- EVALUATE
– self-evaluation, mid-term evaluation and final review.



ENSURE HIGH QUALITY EDUCATION

- Requirements for documentation and evaluation.
- Effective measures in the short and long term.
- Basis for development of material and interventions.
- Communication with the educational system.

The Norwegian Council for Road Safety

Article in Gemini about the study *Children, Attention and Cycling* (in Norwegian)
https://gemini.no/2020/06/opplaering-basert-pa-hjerneforskning-gjorde-barn-tryggere-pa-sykkel/

Responsible researcher for the study *Children, Attention and Cycling*, Dagfinn Moe https://www.sintef.no/en/

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