Proposal for discussion
Current state of work (25\textsuperscript{th} June 2014)

- work in progress -

WG 2

Framework for a curriculum (or blueprint) for driver education
Imprint

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Chapter I

Introduction
I.1 Task of Working Group 2

CIECA runs the Road User Education Project (RUE-Project) with three different working groups:

- WG 1 – Minimum Driving Competence Standards
- WG 2 – Framework for a curriculum (blueprint) for the driver education
- WG 3 – Minimum Competences for Driving Teachers (Driving Instructors)

Based on the draft of WG 1 “minimum driving competence standards” WG 2 should design a framework for a curriculum for the driver education. For this WG 2 held a workshop at 11th and 12th February 2014 in Berlin to discuss all relevant aspects for a framework, which can be used in Europe and other countries. The first draft report from WG 1 was published at the 18th February 2014 and describes the following nine competence areas of “hard competences” for safe, responsible and eco-friendly driving with main goals, skills and behaviour:

Knowledge: theoretical competence and understanding

- Road traffic as a system: rules and regulations
- Risk awareness & hazard perception
- Behaviour at crash sites
- Safety check of car

Between knowledge and skills

- Preparation of car, load & journey
- Traffic observation

Skills: Driving aspects

- Car handling/manoeuvre: guide and control car
- Vehicle positioning & speed adaption
- Communication

WG 1 also talks about “soft competences” like physical and personal traits, which are not discussed in the draft document, but which will be a part of the “framework for a curriculum (blueprint for the driver education)” from WG 2. At least the aspect of lifelong learning is also discussed in the draft paper from WG 1.

The last updated WG 1 document “minimum driving competence standards” from 30th April 2014 was the basis for the proposal for a “framework for a curriculum (blueprint) for the driver education” which was discussed the workshop of WG 2 in Lisbon at the 21st May 2014.
With the workshop in Lisbon the members of WG 2 agreed on the following topics and tasks:

- Hard competencies are the basis (see draft WG 1) for the framework
- Soft competencies are the basis for the framework
- WG 2 is working on "driver education" not on "driver training" – see additional description - page …..
- Combination between soft/hard competencies is needed
- Combination (indentation) between theory and praxis education is needed
- The used pedagogical structure is "client centered learning" (e.g. Finish model) - see additional description – page …..
- The used didactical structure is "step wise-education" (e.g. complemented German model, model from the Netherlands) – see description
- A matrix with useful methods to educate the competencies will be added
- The description how to educate the competencies will be based on the example from the proposal including contents sorted to the areas of the GDE-Matrix and formulated goals for driver education
- possible support of driver education through examiners

As a result of the work of WG 2 CIECA will offer a proposal for a blueprint for a curriculum for driver education with the following structure:
I.2 Learning "How to drive a car" in an international context

The learning process “how to drive a car” cannot be focused on one competence area after another one. There is everytime a connection between different competence areas, which is also mentioned in the document from WG 1.

The first challenge of the proposal for a “framework for a curriculum (blueprint) for the driver education” is to define the contents and objectives (based on the different competence areas) for the driver education related to the GDE-Matrix (see chapter I) and to describe the necessary connections between them. For example, Eco-Driving everytime is connected with handling, manœuvre, acting and adaptation of situations in the car beginning with the first lesson of driver education.

The second challenge of the proposal for a “framework for a curriculum (blueprint) for the driver education” is the circumstance that there are existing different driving education systems in Europe and countries outside of Europe:

- professional education (paid education)
- unpaid education (layman instruction)
- accompanied driving as a part of education before examination (test)
- accompanied driving after examination (test)
- mixture of paid and unpaid education with professional support
- mixture of paid and unpaid education without support
- mandatory theoretical lessons
- no theoretical lessons
- regulations about minimum number of driving lessons
- no regulations about minimum number of driving lessons
- mandatory track based basic professional education
- parts of simulator education
- professional (paid) multiphase education
- monitoring with professional feedback after examination
- mandatory use of a syllabus
- prohibitions of driving tasks in the learner stage
- restrictions in the first time after examination (GDL-System)
- probationary period

A CIECA-“framework for a curriculum (blueprint) for the driver education” in this context must have the possibility for every country to implement (these) ideas in their national systems in a future oriented way to increase more safety on the streets.

To get an idea how to build up a structure of an education process (independent from the national system) in this proposal it is offered a “step wise education process” combined with pedagogical principles (see chapter II). To find concrete ideas to design driving lessons the chapter II will be interesting. Also the results of the EU-HERMES-Project give a lot examples (60 situations) for very detailed lessons.
I.3 Principles for learning / structure of education

Driver Education – WG 2 decide only to use the term “driver education” and “driving teacher” in relation with the framework of a curriculum. In this context driver education means to prepare (students/pupils) to be analytical thinkers and problem solvers by facilitating the learning of principles, concepts, rules, facts and associated skills and values/attitudes.

Client-Centred-Learning - WG 2 decide to propose client-centred-learning, which is part of the professional driver education in some countries.

DVSA describes "client-centred-learning" as: "People learn in different ways and at different speeds. If someone who likes time to reflect on their learning is forced to move on to the next thing too quickly it could slow down their progress. Or if someone who likes to learn by trying things out is made to watch too many demonstrations without having a go they will get frustrated. Client-centred learning is an approach to learning that takes into account how the learner prefers to learn. When people learn in this way they are more likely to retain information and skills. People are also more likely to keep learning if they are encouraged to take responsibility for their learning at an early stage – this is the second aim of client-centred learning. At its simplest, this means listening to the learner (the client) to find out how they like to learn, the things that are getting in the way of their progress and how the driving teacher can help"\(^1\) and support the student (pupil).

In some driver education systems "client-centred-learning" is known and used by driving teachers. One example, specially at the beginning of the driver education is the use of coaching techniques to get all relevant information about the student and his or hers learning style. With the EU-HERMES-Project there are a lot of examples how to use coaching techniques in the driver education in a professional way.

Client-centred-learning in the blueprint or the framework for a curriculum includes the following pedagogical principles:

- goal-oriented learning and teaching (the student knows everytime what to learn and which goals should be reached)
- client-oriented teaching (the driving teacher knows and use the learning method (style), which is the right one for the student)
- motivated learning (the student will be motivated with direct benefits)
- self-reflected learning (evaluation and feedback are necessary for a good learning process to reach the goals - first the opinion of the student is important)
- self-evaluated learning (self evaluation is the key-factor)

\(^1\) www.safedrivingforlife.info/instructors-and-trainers/im-instructor-or-trainer/im-driving-instructor/adi-knowledge-centre/what, 24th June 2014
“Step-wise-education”

preparation stage

- basic stage
- structural stage
- performance stage
- stage of special rides
- maturity stage
I.4 The GDE-Matrix as a requirement

"The "GDE-framework" (Goals for Driver Education) has its origin in Finnish research within the field of traffic psychology. The framework was introduced in its present extended form within the EU-funded research project GADGET (Hatakka, Keskinen, Gregersen & Glad in Gadget, 1999) and published internationally for the first time by Hatakka, Keskinen, Gregersen, Glad & Hernetkoski (2002). Stemming from the project, the framework is sometimes referred to as the "Gadget-matrix".

The GDE-framework has been widely acknowledged within the European traffic research community as a fruitful theoretical starting point when developing traffic education. However, being a model of quite complicated phenomena, the framework has been criticised for lack of detail.

Driving is a complex task, but describing driving and the skills that are needed when driving is even more complex. Although knowledge of how to use the controls of a car and how to manoeuvre it forms the basis of driving, an analysis of the driver’s task and accidents has shown that adequate psychomotor skills and physiological functions are not sufficient for good and safe driving. This conclusion concurs with the notion that driving is by and large a self-paced task (Näätänen & Summala, 1974). It is ultimately up to the driver's own actions and decisions how successful and safe his or her driving is."  

In the most documents the GDE-Matrix is shown as a hierarchical system with four levels.

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2 DRIVER COMPETENCE IN A HIERARCHICAL PERSPECTIVE; IMPLICATIONS FOR DRIVER EDUCATION, M. Peräaho, E. Keskinen, M. Hatakka, June, 2003
To describe the idea more detailed later the GDE-Matrix was shown as a real matrix with important aspects.

<table>
<thead>
<tr>
<th>Hierarchical level of behaviour (extent of generalisation):</th>
<th>Central content of driver education: Knowledge about / control over how general life goals and values, behavioural style, group norms etc. affect driving.</th>
<th>Risk increasing factors the driver must be aware of</th>
<th>Self-evaluation</th>
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<tr>
<td>Goals for life and skills for living (global)</td>
<td>Knowledge about / control over risks connected with life goals and values, behavioural style, social pressure, substance abuse etc.</td>
<td>Awareness of personal tendencies re. impulse control, motives, lifestyle, values, etc. Developing self-evaluation skills.</td>
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<td>Goals and context of driving (specific trip)</td>
<td>Knowledge and skills re. trip-related considerations (effect of goals, environment choice, effects of social pressure, evaluation of necessity, etc.).</td>
<td>Knowledge and skills re. risks connected with trip goals, driving state, social pressure, purpose of driving, etc.).</td>
<td>Awareness of personal planning skills, typical driving goals, driving motives, etc. Developing self-evaluation skills.</td>
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<td>Mastery of traffic situations (specific situation)</td>
<td>General knowledge and skills re. rules, speed adjustment, safety margins, signalling, etc.</td>
<td>Knowledge and skills re. inappropriate speed, narrow safety margins, neglect of rules, difficult driving conditions, vulnerable road-users, etc.</td>
<td>Awareness of personal skills, driving style, hazard perception, etc. from the viewpoint of strengths and weaknesses. Developing self-evaluation skills.</td>
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<tr>
<td>Vehicle manoeuvring (specific task)</td>
<td>Basic knowledge and skills re. car control, vehicle properties, friction, etc.</td>
<td>Knowledge and skills re. risks connected with car control, vehicle properties, friction, etc.</td>
<td>Awareness of personal strengths and weaknesses re. basic driving skills and car control (especially in hazardous situations), etc. Developing self-evaluation skills.</td>
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In 2010, an additional 5th level comprising cultural and work-related influences was introduced. This 5th level is considered as additional influencing variable to the already existing 4 levels.

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3 DRIVER COMPETENCE IN A HIERARCHICAL PERSPECTIVE; IMPLICATIONS FOR DRIVER EDUCATION, M. Peräaho, E. Keskinen, M. Hatakka, June, 2003
The GDE-Matrix 2010

Proposal was based on a five-level GDE5-SOC matrix (Keskinen, Peräaho & Laapotti, 2010)

5 Social environment
   e.g. culture, legislation, enforcement, subculture, social groups, group values and norms

4 Personal goals for life, skills for living
   e.g. lifestyle, motives, values, self-control, habits, health

3 Goals and context of driving
   e.g. trip related choices, goals, driving environment, company

2 Mastery of traffic situations
   e.g. rules, observation, driving path, interaction

1 Vehicle handling and manoeuvring
   e.g. gears, controls, direction, tyre grp, speed adjustment
In the EU-Project "ECOWILL" the GDE-Matrix was used and "translated" into a model for education. Moreover, the GDE-matrix shows the limitations and difficulties for learning processes aiming to train and change behavioural patterns. Ignoring these aspects, attempts may fail establishing application of contents or change in behaviour.

Conveying driving techniques like e.g. early shifting, letting the car roll and enlarging the safety distance are mainly "hard knowledge" how to handle the car and specific driving situations on levels 1 and 2. If those driving techniques shall be accepted by the learner drivers, the corresponding willingness of levels 3 and 4 ("soft knowledge") has to be given. For example, it is hard to teach learners modern driving style, if e.g. their parents constantly drive with medium or even high engine speed / high revolutions (rpm), contradicting and conflicting with the taught driving techniques.

Taking into account the cultural and work-related influences of level 5, to ignore this dimension may result in complete confusion when communicating with learner drivers. It is crucial to understand why somebody wants to obtain the drivers license or to drive a car. Knowing the individual wishes, expectations and hopes the learning process can be influenced.

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WG 1 from the CIECA-RUE-Project adapted the GDE-Matrix to show levels of driver behaviour and connected competencies.

Levels of driver behaviour

- Basic vehicle control (Operational level)
- Mastery of traffic situations (Tactical level)
- Trip-related context and considerations (Strategic level)
- Personal characteristics, ambitions and competencies (General level I)
- Culture, Social, Business background (General level II)

Competences

- control of direction and position of car
- surface grip, tire pressure
- dimensions of the vehicle
- technical aspects of Vehicle
- etc.

- traffic rules
- observation and use of signals
- anticipation
- speed adaptation
- communication
- safety-margins
- etc.

- choice of route
- estimated driving time
- effects of social pressure from passengers
- estimating urgency of the trip
- etc.

- control of general ambitions in life, values and norms and personal tendencies which effect driving behaviour
- lifestyle
- peer group norms
- motives in life
- self-control and other characteristics
- personal values and norms
- etc.

Competencies

- Cultural and social influence of general ambitions in life, values and norms and personal tendencies which effect driving behaviour
- cultural norms
- social norms
- moral principles
- moral values
- etc.

Minimum driving standard: Hard competences

- knowledge/ability, understanding, skills

Soft competencies

- motivation/willingness

The task of WG 2 is to offer a proposal for the work of e.g. driving teachers with necessary contents, goals and objectives and to give them an idea how to structure the learning process in a goal oriented way. For this WG 2 use the GDE-Matrix as an circle model (based of the idea of ECOWILL) to show the connection and interaction between contents related to the different areas of the GDE-Matrix.

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5 Discussion paper of Cieca Working Group 1 Minimum Driving Competence Standards current state of work: 04-04-2014
Chapter II:

Contents and objectives of the competence areas for the driver education related to the GDE-Matrix

In reference to "Swedish Transport Agency provisions on curriculum for driving licence (B)" the used verbs have the following meanings:

accept    students are committed to a particular approach
adapt     students adjust their behavior to a certain level
use, drive, apply, demonstrate, show students do things on the basis of their knowledge
assess     students assess their ability
identify, anticipate students recognise something and can justify why
explain    students describe and reflect on an area of knowledge
perform    students perform a task
evaluate    students take a standpoint and can explain why
reproduce    students can reproduce facts with some understanding of what the facts represent

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6 Swedish Transport Agency provisions on curriculum for driving licence B; 28th February 2011 (Olof Stenlund)
II.1 Personal aspects (attitudes, motives, culture background, social background, willingness)

II.1.1) attitudes, motives, backgrounds as social competencies

a) contents
b) goals for driver education

Preparation / theoretical part (theoretical education in classroom or in the car, CBT, WBT or handbooks)

- The student must identify and explain the importance of mobility for himself.
- The student must identify and explain his/her requirements on mobility.
- The student must identify and explain his/her wishes on mobility.
- The student must identify and explain his/her motives to get the driver license.
- The student must identify and explain his/her preferred driving situations.
- The student must identify and explain the importance which the driver license will have for him/her.
- The student must evaluate the necessity which the driver license will have for him/her.
- The student must identify that motives, requirements and wishes can increase the risk of driving.
- The student must evaluate and reproduce his/her personal risks based on the motives, wishes and requirements.
- The student must identify and explain the relevance of rules.
- The student must assess the interpretation of rules.
- The student must evaluate and reproduce his/her own acceptance of rules.
- The student must accept the necessity of rules.
- The student must identify and explain the responsibility for other road users.
- The student must identify and explain the responsibility for passengers in the car.
- The student must evaluate and reproduce the necessity of responsibility.
- The student must identify and explain his attitudes about driver education.
- The student must accept the necessity of driver education.
- The student must perform willingness to learn.
c) proposal for driver education

In some countries this content can be a part of the theoretical education (classroom training). It is necessary, that this part is done before the first lesson of the practical education in a car.

In countries, which have no theoretical education (classroom training), it must be a part of the first lesson in the car, but nevertheless it should be designed as a part done at home (e.g. WBT, CBT, handbook etc.). This is a special task for publishers.

Goal-oriented teaching and learning

The student must evaluate the importance of his attitudes and motives for safe driving.

The driving teacher must introduce, that it is important to come to know about the influence of attitudes about mobility, responsibility, rules and motives for safe driving and for the learning process and have to ask the student, what he is expecting from the driver education.

e.g. Questions:

"What are you expecting from the driver education?"
"What do you know about driver education?"
"How do you want to learn?"
"How can I support your learning?"
"What do you expect from me?"
The student must know, that he as a person is important to define the right teaching/learning method/process. The driving teachers has to ask, how he can support the learning process of the student in a goal oriented way.

E.g. Questions:

"What can you do, to learn effective?"
"What is your preferred learning style?"
"What do you need for learning with fun?"
"Which goal(s) do you want to reach?"
"How can I support you to reach this goal(s)?"

Examples, how it is possible to integrate the contents of attitudes, motives, backgrounds as social competencies in different driving education systems are published in the EU-HERMES-Project[7] under

http://www.allesfuehrerschein.at/HERMES/ and
http://www.fahrenwieeinprofi.de/cieca-rue/index.htm

7 HERMES coaching scenarios, 2010
The student must evaluate his experiences and his understanding about the contents with support of the driving teacher. This can/should be combined with a professional feedback from the driving teacher.

e.g. Questions:

"What is your main result and why?"
"What do you understand concrete?"
"What is your conclusion and why?"
"What does is mean for your driving and why?"
"What does it mean for your learning and why?"
"What does it mean for the driver education?"

The student need support to get an idea of possibilities for self-evaluation in the near future. One example can be, that the student at this stage have the task to evaluate his attitudes, motives etc. in other areas of life (e.g. school or work).

The driving teacher can support this task with clear formulated questions.

e.g. Questions:

"What are you expecting from school education?"
"How are you learning in school?"
"What can you do, to learn effective?"
"What is your preferred learning style?"
"What do you need for learning with fun?"
II.2.6) traffic observation

a) contents

Mastery of traffic situations

- observation when changing lanes
- observation when turning right
- observation when turning left
- observation crossing junctions
- observation in roundabouts
- observation by “give way” or “stop” - signs
- observation entering highways (motorways, autobahn)
- observation of other (vulnerable) road users

Goals and context of driving

- feeling for the visible area of mirrors
- knowing the blind spot areas of mirrors (car)
- importance of head check
- vehicle manoeuvring
- knowing other blind spot areas in a car (A-pillar etc.)
- adjust the mirrors useful (using marks for help)
- using the mirrors in an effective and safe way

Goals for life and skills for living

- knowing advanced driver assistance systems
- culture, social, business background
- build up a scanning plan
- difficulties by night
- dangerous of blinding
- influence of personal behaviour for traffic behind
- what does it mean, if an advanced driver assistance system is working?
- importance of 360 degrees scanning
- to have to much trust in advanced driver assistance systems
- influence (dangerous) of distraction
- perspective of other road users

Culture, social, business background

- observation of other (vulnerable) road users

How to decide what is important?
b) goals for driver education
WG 1 Driving Competence “Car handling/manoeuvre”

II.2.7) Guide and control car

a) contents

- switch on/off the car in a safe way
- using the steering wheel in a useful way
- knowing advanced driver assistance systems
- open and lock a car in a safe way
- using the clutch, accelerator and break pedal (see Eco-Driving)
- using pedals safe in an emergency situation
- using the right gear for every speed (see Eco-Driving)
- driving with a safe seating position
- adjusting the mirrors useful (see traffic observation)
- using the operation and observing instruments in an useful way (see also communication)
- changing the country
- risks of using a car
- risks of misusing a car
- responsibility for other road users
- parking in a safe way
- open the doors in traffic
- driving in lanes in a safe way
- driving through junctions in a safe and environmentally friendly way
- change lanes in a safe way
- turn right and left (with and without lights) in a safe way
- driving through roundabouts
- driving with different speeds
- entering highways (motorways, autobahn)
- driving by night or conditions with limited views
- goals for life and skills for living
- mastery of traffic situations
- goals and context of driving
- culture, social, business background
- goals for life and skills for living
- to have to much trust in advanced driver assistance systems
- responsibility of passengers
- responsibility of passengers (preparation)
- differences using other cars
- changing the country
b) goals for driver education
WG 1 Driving Competence “Vehicle positioning & speed adaption”

II.2.8.1) Safety Margin

- technical conditions
  - brake system
- braking distance
- vehicle manoeuvring
  - stopping distance
- type of road
- load
- speed
- weather
- day/night
- rules about minimum distance
- strategy of observing
- adaption to any situation
- reaction time
- one second
- two seconds
- lateral distance
- advanced driver assistance systems
- go back into the lane distance after overtaking
- change the lane distance
- overtaking distance
- risks of tailgating
- ecdriving distance
  - (three or more seconds)
- culture, social, business background
  - which kind of behaviour is normal in the area and what does it mean for own driving?
- importance for safety
  - tailgating from behind
  - to have to much trust in advanced driver assistance systems
- Goals for life and skills for living
- mastery of traffic situations
  - marks on the street
- type of road
- load
- speed
- weather
- day/night
- stopping distance
- reaction time
- one second
- two seconds
- lateral distance
- advanced driver assistance systems
- go back into the lane distance after overtaking
- change the lane distance
- overtaking distance
- risks of tailgating
- ecdriving distance
  - (three or more seconds)
Preparation / theoretical part (theoretical education in classroom or in the car, CBT, WBT or handbooks)

- The student must come to know the rules about minimum distance driving a car in traffic and is able to explain the rules.

- The student must have an understanding of the terms braking distance, stopping distance and reaction time and can reproduce the connection of this aspects.

- The student must come to know how speed, weather etc. influences the braking distance and the stopping distance and is able to explain the connection.

- The student must come to know which factors can influence the reaction time and is able to reproduce and to explain the facts.

- The student must have an understanding of the importance of safety margin for responsible and safe driving and is able to evaluate the importance.

- The student must have information about advanced driver assistance systems related to safety margin and is able to explain the dangerous of total trust in this systems.

- The student must have an understanding about the benefit of an "ecodriving distance with three or more seconds" evaluate the benefits.

- The student must have an understanding of the risks of tailgating and is able to evaluate the risks.

- The student must have an understanding about the risks of tailgating from a car behind and is able to explain strategies to avoid critical situations.
Practical education in car

- The student gains experiences with emergency breaking with different speed and is able to assess his/her ability and to reproduce it for different driving situations.

- The student gains experiences how to use e.g. the "one-second-rule" and the "two-second-rule" and is able to demonstrate it in different situations.

- The student gains experiences with useful marks and is able to demonstrate how to use the marks in different situations.

- The student gains experiences how to use the "ecodriving distance" and is able to use this it in different situations.

- The student gains experiences with safety lateral distance with different road users and is able to demonstrate it in different situations.

- The student gains experiences how to use the mirrors in a way to build up a strategy of observing driving a car and is able to perform different observation tasks related to safety margin.

- The student gains experience to change lanes and how to use helpful utilities to change the lane with a safe distance to a car in this lane and is able to demonstrate it in different situations.

- The student adapt experience with changing lanes to overtake other cars and how to use helpful utilities to go back into the lane with a safe distance and is able to demonstrate it.

- The student is able to identify critical situations in relation to safety margin and is able to anticipate in a safe way.
c) proposal for driver education

Goal-oriented teaching and learning

The student must evaluate the importance of his safety margin for safe driving.

The driving teacher must introduce, that it is important to come to know the rules about minimum distances, the different terms, the influence of outside factors, the risks of tailgating, the aspects of advanced driver assistance systems related to safety margin e.g.

The student must have an understanding about the importance of safety margin and the benefits of an "ecodriving distance".

e.g. Questions:

"What do you know about safety margin?"
"What do you think about safety margin?"
"What do you know about risks related to braking distance and stopping distance?"
"How can you get the relevant information?"
"What do you have observed as a passenger in a car?"
"Which experiences do you have as a passenger in a car?"
The student must know, that he as a person is important to define the right teaching/learning method/process. The driving teachers has to ask, how he can support the learning process of the student in a goal oriented way.

e.g. Questions:

"What can you do, to learn effective?"
"What is your preferred learning style?"
"What do you need for learning with fun?"
"Which goal(s) do you want to reach?"
"How can I support you to reach this goal(s)?"

Examples, how it is possible to integrate the contents of safety margin in different driving education systems are published in the EU-HERMES-Project\(^8\) under


\(^8\) HERMES coaching scenarios, 2010
The student must evaluate his experiences and his understanding about the contents with support of the driving teacher. This can/should be combined with a professional feedback from the driving teacher.

e.g. Questions:

"What is your main result and why?"
"What do you understand concrete?"
"What is your conclusion and why?"
"What does is mean for your driving and why?"
"What does it mean for your learning and why?"
"What does it mean for the driver education?"

The student need support to get an idea of possibilities for self-evaluation in the near future. One example can be, that the student at this stage have the task to evaluate his attitudes, motives etc. in other areas of life (e.g. driving as a passenger).

The driving teacher can support this task with clear formulated questions.

e.g. Questions:

"When can you observe safety margin in traffic?"
"What do you need for observing?"
"How can you use observed situations for your learning?"
"What do you want to know e.g. from your parents?"
Example of the "step-wise-training" in traffic

Before starting the practical exercises it is necessary to define clear goals for every session, which are possible to evaluate. To formulate clear goals it is possible to use the SMART-Method or the GROW-Method.

- The student gains experiences with emergency breaking with different speed and is able to assess his/her ability and to reproduce it for different driving situations.

- The student gains experiences with safety lateral distance with different road users and is able to demonstrate it in different situations.

- The student gains experiences with safety lateral distance with different road users and is able to demonstrate it in different situations.

- The student gains experiences how to use e.g. the "one-second-rule" and the "two-second-rule" and is able to demonstrate it in different situations.

- The student gains experiences with useful marks and is able to demonstrate how to use the marks in different situations.

- The student gains experiences how to use the "ecodriving distance" and is able to use this in different situations.

- The student gains experiences how to use the mirrors in a way to build up a strategy of observing driving a car and is able to perform different observation tasks related to safety margin.

- The student gains experience to change lanes and how to use helpful utilities to change the lane with a safe distance to a car in this lane and is able to demonstrate it in different situations.

- The student adapt experience with changing lanes to overtake other cars and how to use helpful utilities to go back into the lane with a safe distance and is able to demonstrate it.

- The student is able to identify critical situations in relation to safety margin and is able to anticipate in a safe way.
Examples, how it is possible to integrate the contents of safety margin in different driving education systems are published in the EU-HERMES-Project under http://www.allesfuehrerschein.at/HERMES/ and http://www.fahrenwieeinprofi.de/cieca-rue/index.htm.

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Evaluation and feedback (first the students own opinion)

After every exercise it must be evaluated if the goal is reached.

e.g. Questions:

"How was it for you to reach the goal? What was easy and why, what was difficult and why?"
"What does your experiences mean for other situations?"
"What is your main conclusion and why?"
"What are the main results for you and why?"

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9 HERMES coaching scenarios, 2010
Additional example for feedback-situations (feedback drives)
II.2.8.4) Eco-Driving

**Goals and context of driving**
- planing the journey in an effekite, environmentally friendly way

**Goals for life and skills for living**
- using what kind of car?
- why using a car?
- check the trunk and the roof for unnecessary weight
- check tyre pressure frequently
- possibilities of mobility
- attitudes about environment
- effects for safety

**Culture, social, business background**
- which kind of car is useful?
- which kind of behaviour is normal in the area and what does it mean for own driving?
- turns off the engine, when it is useful
- strategy of observing
- effects for safety

**Mastery of traffic situations**
- anticipate traffic flow
- ecodriving distance (three or more seconds)
- use engine break only driving downhill (gasoline, diesel, gas)

**Vehicle manoeuvring**
- using the highest gear which is possible
- using momentum (in gear, using engine cut off, using neutral)
- change gears around 2.000 rpm and lower

**Goals and context of driving**
- using the 1st gear only to start moving (one or two length of a car)
- using 1st gear when it is possible
- check the trunk and the roof for unnecessary weight
- using momentum (in gear, using engine cut off, using neutral)

**Culture, social, business background**
- which kind of behaviour is normal in the area and what does it mean for own driving?
- turns off the engine, when it is useful
- strategy of observing
- effects for safety

**Mastery of traffic situations**
- anticipate traffic flow
- ecodriving distance (three or more seconds)
- use engine break only driving downhill (gasoline, diesel, gas)