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“Assessing personality-related competence in driver education”

To become a safe driver it requires a comprehensive competence. As the RUE report maintain, this competence consist of both manoeuvring the vehicle and personality-related competences. To be a safe driver means not only to have the knowledge and skills to maneuver a vehicle. The willingness to drive safety and the way you choose to use your skills and knowledge are the overall and crucial factor for driving safely. This means that the personal resources are the overall and depending factors for being a safe driver, and why personal resources has to be included in the driving education.

This challenges us in our planning of the assessment. The choices of assessment methods need to be founded in the choices made for the content and the competences we want the drivers to develop. Put it in another way; If we want to base our work on the GDE framework, we ought to follow up what the matrix claims and stands for. We cannot choose which type of assessment that suite us the best. We ought to consider our choice with what is going to be learned and in which way.

The basic traffic skills on the lower levels in the matrix (like traffic rules, maneuvering the vehicle and so on) we learn true reading, observation, exercises, training, etc. To work towards the subjects in the upper levels and the right column, it will be true dialogue, reflection self-assessment, critical thinking, analyses, problem solving, etc. Social interaction is essential in these active learning methods, where the focus is on lifelong learning. The teachers are responsible to facilitate for this. The traditional way of assessment is true exams and test. This is in the theory called Assessment OF learning. This type of assessment is often referred to as summative, since it is summing up the knowledge and skills at a certain time. The intention is to value a product and it is possible to put down criteria for what is wrong or right.

Because of these limitations and assumptions listed here, this type of assessment cannot cover all kinds of learning. In the later years we have seen a growing interest for a different type of assessment, and this is called assessment for learning. Assessment for learning is often referred to as formative, as it takes place during the learning process. The intention is to support learning and this requires professional judgment and self-assessment. This type of assessment is built upon a constructivist way of learning.

The student is the one who owns the knowledge at the higher levels, not the test system or the teacher. So the student has to be involved in the assessment as well. The intentions in Assessment for learning suit the whole framework, because assessment FOR learning can be explained as “*..any assessment for which the first priority is to serve the purpose of promoting students' learning*” . But assessment of learning cannot go wider in the framework, because «*Test of any reasonable length are not reliable or valid for assessing certain learning outcomes, such as critical thinking, problem solving, etc*” (Gardner, 2010:25). We cannot make a criteria based test on this individual knowledge; instead we need students to engage in a social interaction, be challenged and to take part in different activities and discussions.

This does not mean that we shall choose between the different types of assessment, they are both useful for their purpose. But it is important to see the restrictions in the assessment of learning, because the most important contents in the framework cannot be included in a test. When tests are favored, the outcomes and skills that are not easy to assess by tests are in danger of being neglected. Put it differently; they have different purposes.

The quality of the learning process depends on in which ways and to which extent the teacher manages to involve the learners in their learning process and give them the ability to work with and reflect upon their own experiences. The education cannot then focus only on facts - feelings and other personal resources are the overall themes. Self-assessment is the one single factor that encourages learning the most. Teachers must give the learners the ability, time and effort to work with self-assessment during driving training. It is the teachers' responsibility to make the pupils' goals to be in accordance with the goals in the curriculum. This is happening during driving training and the teachers' guidance.

My presentation will focus on the importance of including the personal resources in the driving training, related to the RUE report and the GDE matrix.