

Research findings on the effectiveness of approaches to road safety education

Findings from New Zealand and overseas show that approaches to road safety education are not equally effective. Careful selection and evaluation of activities improves the odds that learning is deeply embedded and leads to lasting changes in skills, behaviour and attitudes.

MORE EFFECTIVE	LESS EFFECTIVE	DETRIMENTAL
Approaches based on best evidence about effective teaching and learning	One-off approaches that are not linked to students' ongoing teaching and learning programmes	Programmes that promote early licensure
Approaches where content is explicit, appropriate and challenging	Activities that lack clear goals	Traditional training programmes that focus on vehicle emergency handling skills
A clear focus on individual students' learning needs	Teaching that is not evaluated for impact on students' learning	Use of scare tactics or confrontation without providing a parallel positive experience
Targeting causal factors of risky behaviour	One-size-fits-all approaches	
Approaches that are evaluated		

This table draws on the following research:

Alton-Lee, A (2003) *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration*, Ministry of Education, Wellington.

European Commission, Directorate General for Transport and Energy (2005) *Rose 25: Inventory and Compiling of a European Good Practice Guide on Road Safety Education Targeted at Young People*. Retrieved on 17 April 2012 from <http://ec.europa.eu/transport/rose25/documents/deliverables/booklet.pdf>

National Road Safety Committee (2008) *Safer Young Drivers: A Guide to Best Practice Education*. Retrieved from www.nzta.govt.nz/resources/safer-young-drivers/index.html

SUPREME (nd) *Summary and Publication of Best Practices in Road Safety in EU Member States project*. Retrieved on 15 April 2012 from http://ec.europa.eu/transport/road_safety/pdf/projects/supreme.pdf

What research on how young people learn means for road safety educators

Research into how people learn has improved what we know about ensuring teaching is effective. These findings can guide educators when integrating road safety into curriculum delivery.

RESEARCH FINDINGS ON LEARNING	IMPLICATIONS FOR ROAD SAFETY EDUCATORS
Clear outcomes	
Focus on high-quality outcomes for all students.	Set and expect high standards for all students.
Share learning intentions and success criteria with students, so they do not expend effort on the wrong things and get disheartened.	Focus on what you want students to know and do after your teaching. Ensure activities are neither too challenging (produces anxiety) nor too easy (leads to boredom).
Make relevance transparent to students (often it's not that students can't learn, it's that they don't want to, or can't see the point).	Share with students what you want them to learn and why it's important. Make your approach broad enough to provide a relevant or engaging hook for every student.
Quality teaching	
Build on what each student knows and can do.	Check what each student knows and can do before you begin. Don't assume students know or don't know Road Safety Education content.
Provide multiple, effective opportunities to learn a new concept or skill.	If external providers or experts are used, plan with them to meet student learning needs.
Provide opportunities for students to think about their mental model of safe road use.	Build learning-focused relationships with students and provide different approaches and opportunities to learn.
Provide opportunities for students to use what they learn in real-life situations.	Design units that are long enough for learners to: take in ideas; link these ideas; look at these ideas in a new way; and do something with them in real life. Ask students to collaborate to solve a real-world task, so they apply what they learn to make a difference for themselves and others.

RESEARCH FINDINGS ON LEARNING

IMPLICATIONS FOR ROAD SAFETY EDUCATORS

Home and community support

Create effective links among school, home and the wider community.

Gather together parents, students and school communities to consider road safety behaviour and possible actions.

Provide homework that encourages dialogue with parents/caregivers.

Timely, useful feedback

Support students to evaluate their own learning.

Help students answer: How am I going? What's my next step?

Give timely, formative, goal-oriented feedback to students.

Provide students with specific, responsive feedback on their learning while they are learning, not just at the end.

This table draws on the following research:

Alton-Lee, A (2003) *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration*, Ministry of Education, Wellington.

Hattie, J (2012) *Visible Learning for Teachers: Maximizing Impact on Learning*, Routledge 2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN.

National Road Safety Committee (2008) *Safer Young Drivers: A Guide to Best Practice Education*. Retrieved from www.nzta.govt.nz/resources/safer-young-drivers/index.html