DRIVEN WORKSHOPS

Millbrook, 4th October 2012

Hosted by:
<table>
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<tr>
<th>Moderators</th>
<th>Workshop A</th>
<th>Workshop B</th>
<th>Workshop C</th>
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<tr>
<td>Sylvie Cothenet - Promotrans</td>
<td>Sylvie Cothenet - Promotrans</td>
<td>Dominic Pargeter – AA DriveTech</td>
<td>Sean Pargeter – EP Training</td>
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<tr>
<td>Aims</td>
<td>✓ To provide instructors with tips for an effective CPC Driver training</td>
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<td></td>
<td>✓ To discuss instructors’ qualification/experience/profile</td>
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<td>✓ To debate whether the UK is meeting the aims of EU Directive</td>
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<td>✓ To enable UK instructors to learn from French and Polish experience</td>
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## DRIVEN WORKSHOPS

<table>
<thead>
<tr>
<th>Methods</th>
<th>✓ Presentation</th>
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<tr>
<td></td>
<td>✓ Open discussion and participation</td>
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<td>✓ Exercises</td>
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Delivering Periodic Training to truck drivers

- Instructors' profile
- How to teach CPC Driver effectively
French instructors profile

- 25 years minimum

- Instructors must hold
  - Either a Professional Driving Certificate (for more than 5 years)
  - or a higher education diploma for teaching the theoretical part of the programme

- Or Min. of 3 years experience as a truck driver or driving instructor

- C or EC driving licence for practical training delivery

- “Train-the-Trainer” programme
Instructors profile

Recruitment, learning path, coaching, evaluation

- Evaluation of performance through individual evaluation, simulations, interviews, tests (MCQ), driving evaluation
- Learning path; coaching and mentoring process
- Follow-up control and corrective actions
- Annual pedagogical and technical training
- Information available on Moodle platform, newsletters sent by e-mail
10 tips to train drivers

Trainers should

1 - Have a thorough knowledge of EU directive 2003/59/EC and teaching skills

2 – Get drivers involved in the training process

3 – Make drivers responsible

4 – Apply the andragogical model of adult learning

5 – Use a pedagogy by objectives
6 – Encourage drivers’ participation

7 – Accommodate drivers’ various learning profiles

8 – Vary the techniques, methods and materials used during training to avoid monotony

9 – Facilitate learning transfer

10 – Evaluate during training
Both trainers and drivers are now multi-skilled professionals.

1 - Have a thorough knowledge of EU directive 2003/59/EC and teaching skills.
1 - Have a thorough knowledge of EU directive 2003/59/EC and teaching skills

✓ Master the 3 subjects set out in the EU directive
  ✓ Safety – regulations – environment

✓ Be fully capable of teaching adult learners
  ✓ Take account of drivers’ previous work experience and knowledge
  ✓ Vary techniques and methods to avoid monotony (lectures, demonstration, audio support, films, CD-Roms, etc.)
  ✓ Check comprehension through practical exercises (MCQs, role-plays, case studies, work group, etc.)
  ✓ Evaluate to ensure objectives have been reached
2 – Get drivers involved in the training process

If drivers don’t consider the instructor to be an “authority”, they may resist a traditional learning method
2 – Get drivers involved in the training process

- Prepare a diagnostic assessment (or pre-evaluation) to identify capacity gaps and needs for accurate targeting of training

- State clear objectives, and explain the use of exercises related to their own skills, knowledge and experiences

- Encourage drivers’ participation, control group dynamics, promote their motivation, develop their confidence
Drivers have a number of legal, safety and business responsibilities
3 – Make drivers responsible

✓ Recall the 4 main road offences
  ✓ Alcohol
  ✓ Speeding
  ✓ Seat belt not used
  ✓ Distracted driving (by phone, eat, ...)

✓ Drivers have responsibilities in providing a safe and effective transport service
  ✓ They are fit to drive
  ✓ They comply with traffic rules and EU regulations
  ✓ They check their vehicles and report faults immediately
  ✓ They apply eco-driving and manage their well-being
4 – Apply the andragogical model of adult learning

“Andragogy” comes from the Greek word “andros” (man) and “agogus” (guide). It is the art and science for teaching adults.

Drivers have already gained knowledge and experience.
4 – Apply the andragogical model of adult learning

- Participation atmosphere
- Perception: Coming to terms with objectives
- Comprehension
- Work-linked training
- Integrating a group
- Feedback on success and failure
- Action and involvement
- Listen/respect
4 – Apply the andragogical model of adult learning

- Adult learners-drivers differ greatly and present a wide range of experience (age, education, diplomas, field of work, motivation, professional goals, etc.)

- At the start of training check drivers’ knowledge through oral and multiple-choice questions

- Facilitate group member interaction

- Encourage exchange of professional practices

- Call on drivers’ prior knowledge of the topic in question (braking systems, safe loading and cargo securing, kinematics chain, etc.)
Drivers will commit to learning if training objectives meet their expectations.
5 – Use a pedagogy by objectives

- Present how the training course will be structured
- State clear objectives, an outline of the course, and topics to be covered
- Present pedagogical objectives for each sequence
- Explain how drivers will be evaluated in relation to defined objectives
Drivers learn by relying on their own experience
Avoid

- Expository teaching methods (lecturing): this is a rapid-learning method, but you have no feedback and cannot evaluate how well drivers assimilate the information

Favour

- Questioning: appeal to their knowledge, i.e.
  - “Have you ever filled in a traffic accident report?”
- Demonstrating: describe a “real-life” accident
- Practising: ask drivers to fill in the traffic accident report accordingly
Drivers’ learning profiles differ greatly and impact on their learning experience.
LEARNING: A COMPLEX ACTIVITY!
http://www.learningandteaching.info/learning/index.htm

There are different approaches and many tests to identify the learning styles. Try a test:
http://homeworktips.about.com/library/quizzes/bl_lstylequiz1.htm
Example of models and theories:

- **David A. Kolb’s learning styles:** experiential learning
- **Howard Gardner:** multiple intelligences theory
- **Jean-François Michel:** the 7 learning profiles (including the VAK the visual-auditory-kinesthetic learning styles)
7 – Accommodate drivers’ various learning profiles

David A. Kolb’s learning styles: experiential learning - Learning style cycle
Howard Gardner: multiple intelligences theory

- Musical*
- Interpersonal*
- Intrapersonal*
- Spatial-visual*
- Bodily-Kinesthetic*
- Linguistic*
- Logical-Mathematical*
- Naturalist*

*Intelligence types

7 – Accommodate drivers’ various learning profiles
### Howard Gardner: multiple intelligences theory

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<thead>
<tr>
<th>Intelligence type</th>
<th>Capability and perception</th>
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<tbody>
<tr>
<td>Linguistic</td>
<td>words and language</td>
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<tr>
<td>Logical-Mathematical</td>
<td>logic and numbers</td>
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<tr>
<td>Musical</td>
<td>music, sound, rhythm</td>
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<tr>
<td>Bodily-Kinesthetic</td>
<td>body movement control</td>
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<tr>
<td>Spatial-Visual</td>
<td>images and space</td>
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<tr>
<td>Interpersonal</td>
<td>other people’s feelings</td>
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<tr>
<td>Intrapersonal</td>
<td>self-awareness</td>
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<tr>
<td>Naturalist</td>
<td>natural environment</td>
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Identity profiles
The perfectionist
The intellectual
The rebel
The dynamic
The friendly
The emotional
The enthousiast

Motivation profiles
What is it for?
Am I going to learn?
Who with?
Where does it stand?

Comprehension profiles
Visual learners
Auditory learners
Kinaesthetic learners

Jean-François Michel:
the 7 learning profiles
http://www.apprendreaapprendre.com/reussite_scolaire/index_tests_presentation.php
Select pedagogical methods and techniques relevant to drivers’ learning profiles by tests online
(i.e. http://www.apprendreaapprendre.com/reussite_scolaire/index_tests_presentation.php)

• Identity profile: the enthusiast, the intellectual, the dynamic….
• Motivation profile: What is the purpose? Am I going to learn?…
• Comprehension profile: senses used for recalling information (seeing, hearing or kinesthetic)

e.g. The “kinesthetic” profile will need to manipulate the tachograph to understand it (“understanding by doing”)
Drivers may show signs of boredom if the trainer has been using the same teaching material for an hour!
8 – Vary the techniques, methods and materials

Use various materials

- Slide shows, CDs, DVDs, videos, charts, professional magazines, statistics, legal texts, drawings on the white board, maps, scale models, accident reports, tachographs, etc.
8 – Vary the techniques, methods and materials

Use various teaching methods
- Lecturing: the trainer speaks and explains
- Questioning: the trainer asks drivers questions
- Demonstrating: the trainer presents a demonstration of what he expects from the drivers
- Practising: the driver carries out an exercise
- Problem-solving: the trainer presents a problem to solve

Use various techniques
- Brainstorming
- Role-playing
- Small group working
- Simulations...
Drivers are going to apply new knowledge and skills in the workplace
Avoid time-lag for an efficient transfer of acquired skills and knowledge to the workplace

Measure the training impact on drivers through evaluation

✓ “How are you going to apply eco-driving practices when you are in your truck tomorrow?”

Support transfer of learning to the workplace:

✓ Establish a coaching and mentoring period to follow the training
Evaluation is essential to measure drivers’ progress and check if the objectives have been achieved
10 – Evaluate during training

✓ Apply the 3 types of evaluation during training

• Diagnostic evaluation or pre-training evaluation
  • a diagnosis of prerequisites conducted at the beginning of the training course

• Formative evaluation or on-going evaluation
  • conducted throughout the course to evaluate progress and modify teaching methods if necessary

• Summative evaluation or final evaluation
  • provides a final analysis of acquired knowledge

✓ Apply the Kirkpatrick model (level 1 to 4: reaction, learning, behaviour, results)
Thank you