



DRIVING INSTRUCTOR AND TRAINERS COLLECTIVE

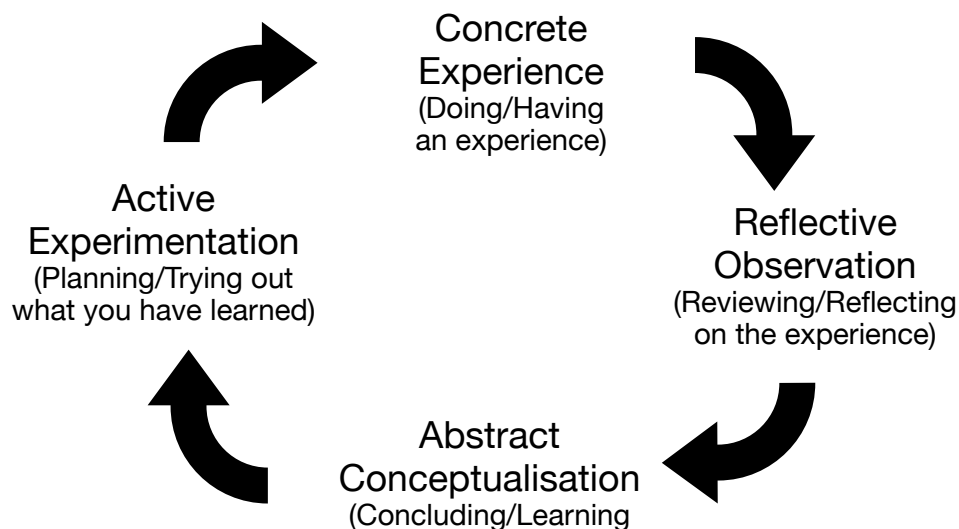
Gamified Driving Lessons

By Chris Bensted

The world is a very different place now compared to when David Kolb published his learning theory model in 1984. As we know Kolb's theory works on two levels; the four stage cycle of learning, and the four separate learning styles. He highlights that the development of new concepts requires new experiences.

He said,

“Learning is the process whereby knowledge is created through the transformation of experience”



The challenge we face as trainers is that experience is limited to the specific environment. Amongst the skills needed to deliver comprehensive training it is the ability to manipulate the physical environment to best accommodate the widest depth of training possible. We have to remember we are working to transform two landscapes, both the physical and the mental landscapes. Leading us to address how we can best challenge and change this mental landscape.

The key to change comes from challenging the mind, one of our earliest examples of this is imagination, creativity and learning through play. It challenges personal, interpersonal, and societal constructs providing the opportunity to learn.

In our modern world Kolb's model still carries much respect, and can be seen demonstrated in both ourselves and our pupils. You may be aware of your journey through the different stages, and even which are your personal go-to stages where

you work best. It can vary between situations, and might be one, some or all of the stages. I am known as a reflector, to the point that I am not allowed to drive us home after a learning experience! That said, one of my biggest strengths is taking abstract concepts and developing from them - I learn by experimenting!

Looking at these in the 21st Century, especially through the eyes of the teenage brain, maybe the Bartle Test offers greater or at least different insight. This is a game player classification test, created by Richard Bartle in 1996, which identifies four kinds of game players.

It's a series of questions and an accompanying scoring formula that classifies players into categories based on their preferences and overall score in each section.

Bartle looked at Multi User Dungeon/Dimension (MUD) games.

The four things that people typically enjoyed personally about MUDs were:

- Achievement inside of the game context - Goals and effort based game play.
- Exploration of the game - Knowing the layout and how it works.
- Socialising with others - Using the situation as a mode of engagement. Often embodying the role and character.
- Imposition upon others - Generally a combative and dominant engagement.

The basics of Bartle's gaming types are:

Achievers: win, challenge, create, show off, compare

Socialisers: help, share, comment, gift, greet

Explorers: explore, rate, review, vote, curate

Killers: harass, hack, cheat, heckle

The test identifies and quantifies the leaning towards each of the types, provided as a percentage. So if you discover that you are dealing with a Killer, They may be also high ranking in Achiever, which is likely to be a more compatible attribute to safe and successful driving. Providing an alternative for engaging the often difficult to tame thrill seekers.

A tip for remembering these is a pack of cards: Achievers are Diamonds (they're always seeking treasure); Explorers are Spades (they dig around for information); Socialisers are Hearts (they empathise with other players); Killers are Clubs (they hit people with them).

By identifying their Bartle type you can design your in car games to best appeal to their preferences. Here is a break down of what to consider:

Achievers

The task needs to be achievable, preferably with some kind of visual reward. You can cater to the Achiever style by giving learners something to accomplish and ensuring that achievements are visible to all. They will wear a badge with pride, or share and engage with your social media of them winning. This appeals to the Achiever as it allows them to show off their skills and prove their ability and prowess

to others. Expect them to want to take the test as soon as they don't see any more levels/badges to achieve. So make some up!

You might identify an Achiever by phrases like:

"I'm doing it"

"Sure, I'll help you. What do I get?"

"So how do YOU park, then?"

"Only the manoeuvres to go!"

Explorers

Explorers will retain their discoveries and often want to dig deeper. They want to know why, possibly down to the physics of it. They like to share the information and prove their knowledge. Ask them give you their top tips, or engage in your social media posts as a source of knowledge can work well.

They are likely to struggle with times exercises that don't allow them to work at their own pace. Give them the chance to explore their Learning Management System – and setting rewards like merit badges work well. Will also like a syllabus.

Explorers say things like:

"Hmm..."

"You mean you don't know the shortest route from <road b> to <road a>?"

"I haven't tried that one, what's it do?"

"Why do red circles mean 'No' (like 'no bicycles') but a U turn sign is crossed out, meaning 'no-no U turns'?" (Not to mention its an n not a u.....)

Socialisers

It isn't about the achievements or discovery, it's about the chat and feel good for all involved. Encouraging them to support other learners, or telling a story with characters and even role-play are two ways to appeal to these learners. Invite them to welcome new customer to your page or groups, and share their journey. Do not wait for the final review, ask them to share great lessons as they go.

You'll hear Socialisers say:

"Hi!"

"Yeah, well, I'm having trouble with my boyfriend."

"What happened? I missed it, I was talking."

"Really? Oh no! That's terrible! Are you sure?"

Killers

The difficult one to tackle in the driver training environment, and most likely to become a statistic. As above, looking at a secondary type may help you address this positively. That said, these learners thrive on competition with other players. Encouraging them (safely) to complete a time trial, may open up the discussion by highlighting this trait. Helping you to help them identify triggers and moments of increased risk. You may then be able to convert the competition into a way of competing with themselves, or others, on more positive metrics like fuel economy, or stability. (Which type would that favour?) Make it about them being a winner, and introduce the idea that it doesn't have to be based on who is the fastest. High score charts, & seeing themselves on top is the key. Though it should be noted that only a small percentage of learners will be Killers.

Killers says things like:

"Ha!"

"Coward!"

"Idiot!"

"Go! Go! Go!"

(Killers are people of few words).

Have a think about the tools you use and how you can tailor these to the individuals?

Consider your area, where would be the optimum place to adapt the lesson?

Which pupils could you tell about this and what would their opinion be?

I bet you would be the only instructor in you area delivering this level of lesson!

Which of those sentences appealed to you? Maybe put them in order? Now, if you haven't already, take the test and see what your results are.

You can complete the test here - This is a free online version (<https://matthewbarr.co.uk/bartle/index.php>)

I'd love to hear your ideas, what works, what doesn't, and if you found this interesting. Feedback makes me better! Thank you
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