

## **Impact of interactive video training on passing the theoretical driving test among learner drivers with reading problems**

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### **Background**

Learner drivers with reading problems are often experiencing problems when apprehending certain parts of the theoretical education; this leads to delays and added costs of the training programme and has an impact on passing of the test.

In the driving school the blocks of theoretical learning are normally based on home studies supplemented with classroom lessons in the driving school. The theoretical test itself is a set of forms with multiple-choice questions to tick by the student within a time limit. To support students with severe handicaps, e.g., with respect to reading, aloud reading of the questions or similar assistance is allowed.

In order to test and evaluate new supplementary ways to improve or even replace the common way of training and testing this on a group of students, a training programme based on interactive multi-media techniques was developed and tested.

The traditional handbook and classroom training of some parts of the theoretical training were replaced by an individual personal computer programme. Software would present the material as text, drawn and photographed illustrations (still pictures, animations or movies) added with spoken information and sound. The student could control the running of the software and select and replay freely the different parts of the software instructional programme. The method was supposed to both adapt better to individual needs, speed up learning and in general make the understanding and apprehension of these parts of the theoretical material more efficient.

### **Reading problems**

Reading problems may have several origins, linked to the individual, the nature of the reading material, and combinations of these two. In the clinic, dyslexia is a rather limited problem to read text. The reading problems however can be seen in other contexts, not equally simple to identify and delimit. A dyslectic person may not have problems understanding when listening to the text instead of having to read it.