EXAMINING LEARNER PERCEPTIONS OF
ADULT PARTICIPANTS USING A SELF-ASSESSMENT TOOL
IN A DRIVER IMPROVEMENT COURSE

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Abstract

Driving behavior is a contributing factor in 85% of all traffic crashes; therefore, driver reeducation must be centered on increasing safe driving behavior. Because self-reflection strategies have been shown to change behavior, a study using a self-assessment tool was conducted with Virginia adult drivers mandated to complete a driver improvement reeducation course. Sixteen participants were randomly assigned to either a control group or to a group who completed a series of Brookfield’s (1995) Critical Incident Questionnaire (CIQ) for exploring whether reflective learning skills were acquired, increased retention on road knowledge, and/or modified driving behavior. Participants completed a post course road knowledge test and follow up interview. Results were compared to the driver improvement program (DIP) test for the purpose of gaining an understanding of what learning took place using the self-assessment tool. Results of this between subjects post-test design indicate that those participants who completed CIQs during class scored significantly higher on the follow up test than participants who did not complete learning surveys in class. Participants who completed additional surveys after class reported a change in driving behavior and reduced distractions while driving. All participants reported having a heightened sense of driving safety.