



Identifying road safety knowledge gaps in Tasmanian Grade 3 and 4 students

Will Oakley

Royal Automobile Club of Tasmania

Abstract

Due to a gap in coordinated, innovative road safety education tools in Tasmania, RACT RoadSafe was developed and launched in 2017 and piloted in five Tasmanian primary schools in Term 4. The resource is designed for students to better explore road safety independently, in small groups and/or in a classroom. Students have access to videos, games, activities and a comprehensive quiz set which all explore pedestrian safety, passenger safety, safety on wheels and basic street sign knowledge. Importantly, student performance in the quiz component generates background data to identify gaps in road safety knowledge.

Background, Method, Results and Conclusions (NOTE: suggested headers only for research focused papers – practitioner/other research context can choose other headers to suit).

RACT RoadSafe allows knowledge gaps to be identified through reporting on success rates for questions answered within the four core competencies and 36 learning areas. Students are required to reattempt until the question for each learning area has been answered correctly – thereby identifying how many attempts students require. While more detailed data can be generated, the best indicator for knowledge gaps is the percentage of students answering questions incorrectly on the first attempt.

Once identified, educators can conduct additional learning activities and/or utilise data for advocacy/funding purposes.

Pilot stage

Questions relating to the following learning areas encouraged the highest percentage of incorrect first attempts during the pilot stage, which included over 250 students:

Learning area	Percentage wrong on 1st attempt
I know the difference between stop and give way signs and what I must do	56.41%
I can get in and out of cars safely	55.62%
I know about most other signs and what drivers must do	45.22%
I know how to share the road and footpath	43.58%
I know what most road signs mean and what drivers and riders must do	43.23%
I know which is the Safety Door	42.50%
I know how to cross a road where there are no crossings available	42.38%
I know that there are signs for bike riders that I must follow	41.94%

These high percentages represent insights into student knowledge that have previously not been available, at least in Tasmania. It offers educators with opportunities to understand the specific road safety areas requiring attention and tailor programs accordingly.

Preliminary outcomes from Pilot

Based on the usage data from participating schools, further work has been undertaken independently. An example of which was provided by St Aloysius Catholic College:

“Our Grade 4 team has even developed an assessment for the students based on bike safety - which hits our Aus Curriculum targets for Health this term.”

- Megan Hickey – Grade 4 Teacher at St Aloysius Catholic College

Road Safety Week 2018

During Road Safety Week 2018, RACT partnered with University of Tasmania to deliver RACT RoadSafe to over 200 students throughout Tasmania. It was identified that the learning areas most likely to encourage incorrect answers from students during the pilot stage were consistent during Road Safety Week. This demonstrates a high level of reliability, given there have been over 500 users at the time of writing.

Cressy District High School (K12) had over 60 students use the resource throughout Road Safety Week with the following outcomes:

“The impact RACT RoadSafe has had on our students has been quite noticeable. The ability for teachers to identify areas in which students require attention has allowed for more targeted conversations, not only with the students but parents as well. It has opened up honest lines of communication between the students and their parents also and made the whole concept of safety on our roads a little more real and transparent, which has been great to see.”

- Elle Faulkner – Acting K-6 AST at Cressy District High School