

A Message to Conferees on HF4293
Prepared by Dr. John W. Palmer, Lobbyist for the
Minnesota Driver & Traffic Safety Education Association
Contact Information

email: palmertss@cloudnet.com

Phone: 320-291-4482

May 7, 2022

Do not included the Senate language that creates an online option for classroom novice driver education in the final conference committee report on HF 4293.

The driving task involves three domains of behavior: cognitive, psychomotor and affective. Drivers make mistakes in all three domains but the most troubling mistakes (speeding, risk taking, impaired driving and the failure to use occupant restraints) have their origin in the affective domain.

In vehicle instruction addresses the psychomotor domain and computer managed instruction only addresses the cognitive domain. **Without affective domain learning activities the beginning driver is deprived of efforts to directly address errors being made in the affective domain.** Drivers get in trouble when they do not know things, lack the skills to control the vehicle or are not inclined to do the right things to manage their emotions and feelings.

Computer managed instruction is an excellent supplement to classroom instruction but **computer managed instruction can not provide instruction that directly addresses risk management and the inclination to do the right things while driving.** The most recent experience with online remote and distance learning (see links appearing at the conclusion) **why take the risk of depriving student drivers of effective instruction in all the domains of human behavior.**

Please do not enable the exclusive use of computer managed online for all of classroom novice driver education as described in the Senate's version of HF 4293. **Our young novice drivers deserve the best instruction**

and that instruction is taught in a classroom where students and their teacher interact with each other at the same time.

Again, do not included the Senate language that creates an online option for classroom novice driver education in the final conference committee report on HF 4293.

If you talk to teachers, students and parents you are likely to hear anecdotal information regarding the horrible outcomes flowing out of a lack of face to face classroom instruction. On a personal note, my grand children's experiences with remote and online learning range from dropping out of a skilled trade program to regression in levels of achievement across the curriculum. I know that generalizing from one family's experience is not scientific but the following links document the overwhelmingly negative experience with our nation's experiment with remote and online learning as a response to the recent epidemic. The following links, with selected excerpts, provide more than anecdotal information.

<http://studylecturenates.com/programmed-instruction-method-meaning-advantages-disadvantages/>

“Program (computer managed) instruction method of teaching is an autocratic and individualized strategy. It is based on psychological principles of operant condition. The response of the learner are strictly controlled by the programmer.”

"Its main focus is to bring desirable change in the cognitive domain of the learner's behavior.”

<https://news.harvard.edu/gazette/story/2022/05/remote-learning-likely-widened-racial-economic-achievement-gap/>

“In high-poverty schools that were remote for more than half of 2021, the loss was about half of a school year's worth of typical achievement growth,” explained Thomas Kane, who heads up the Center for Education Policy Research at Harvard.

The new report on pandemic learning loss found that high-poverty schools both spent more weeks in remote instruction during 2020-21 and suffered large losses in achievement when they did so. Districts that remained largely in-person,

however, lost relatively little ground. Experts predict the results will foreshadow a widening in measures of the nation's racial and economic achievement gap.

The study analyzed achievement data from 2.1 million students in 10,000 schools across 49 states and is the first in a series that will be tracking the impact of catch-up efforts over the next two years.

<https://www.weareteachers.com/how-to-close-learning-gaps/>

"While teachers, administrators and parents worked tirelessly to keep students learning most agree distances learning was not and equal substitute for being in the classroom."

<https://www.edweek.org/technology/opinion-what-students-are-really-thinking-about-online-learning/2020/05>

"Being in a physical classroom is tremendously different from learning online. In a classroom, most of your focus is there, unlike virtually, the temptations are REAL! Yes, self-discipline is good to learn, but when having all this thrown at you, you can't blame the student for not wanting to work... at least that's my opinion."

"This online learning has affected me personally because during this time, I found myself turning in assignments weeks late. It wasn't because I was having trouble, it was because I had no motivation and energy to do them. This isn't the norm for me. Without a routine schedule, I felt lost. That makes me sound like a robot, but I think it's because it's been that way since we were so small, change this big is affecting me to the max."

<https://www.buzzfeednews.com/article/tanyachen/students-say-theyre-struggling-with-online-classes-in>

From a tweet: these online classes are emotionally and mentally draining. i dont feel im learning, nothing is sticking. im so unmotivated and yet i know quitting isnt an option. im stuck and im sick of this.

"Students say taking classes online has not been easy, and they want teachers to understand that not every home is conducive to learning. But some teachers say they're limited in what they can do, and it never quite feels like enough."