

The Minnesota Driver Traffic Safety Education Association (MDTSEA) representing over 150 driver education instructors in Minnesota opposes the introduction of on-line/programmed driver education, for the following reasons:

1. Senate File 0255 OnLine/Programmed driver education file lacks the benefit of certified teachers working directly with their students for successful achievement in three major learning domains:

a. The cognitive domain set forth in Minnesota Administrative Rules
7411.0515 CURRICULUM FOR DRIVER EDUCATION
PROGRAMS.

Subpart 1. Scope. This part applies to all driver education programs.

Subp. 2. Classroom curriculum for Class D Motor Vehicles.

Subp.3. Laboratory Curriculum for Class D motor vehicles.

Subp.4. Class A, B, or C Motor vehicle curriculum.

Subp.5. Motorcycle Classroom curriculum.

Subp.6. Motorcycle laboratory curriculum.

Subp.7. Curriculum hours for motorized bicycles.

b. The psycho-motor skills domain and physical characteristics set forth by James E. Aaron, Ed.D. Coordinator , Safety Center, Southern Illinois University. In his 1965 text DRIVER AND TRAFFIC SAFETY EDUCATION Content, Methods and Organization on pages 134-135

The following topics were recommended for further study:

Importance of physical limitations; Corrections and compensations; Individual Differences in drivers; Traffic hazards due to individual limitations; Vision; Hearing; Reaction Time; Permanent and temporary disabilities; Age; Carbon monoxide poisoning; How physical disabilities affect safe driving.

2. Online/Programmed learning is a step backward from the advances that have been made in the education of highway traffic safety users over the past seventy years. MDTSEA and it's national partner the American Driver Traffic Safety Education Association (ADTSEA) support the direct teacher student contact instructional platform as being far superior to the programmed learning theory of rote memory advanced by Dr. B.F. Skinner in the 1950's.

3. MDTSEA is united in its stand against the concept of online learning/programmed learning without direct instructor support as the sole means of delivery of instruction. Ask yourself this question. Would I rather be a passenger in a vehicle driven by a product of an online student/programmed learning or a student who has had the benefit of teacher directed student learning.

4. For the past twenty years, I have started my 30 hour Driver Education Classes with this white board statement: NO PARENT SHOULD EVER HAVE TO BURY THEIR CHILD. I tell my students that I read the obituary column every day. I tell them that I would rather have them come to my funeral than I go to theirs. Thus far, all of my driver education students are alive and driving safely on the streets, roads and highways of Minnesota.

Respectfully submitted

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