

Adolescent Risk Research Unit

Rise, and shine.

Driven to drive? Investigating the effect of gamification on learner driving behavior, perceived motivation and user experience

Fitz-Walter, Z., Johnson, D., Wyeth, P., Tjondronegoro, D. & Scott-Parker, B. (2016)

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Why do this research?

Around the world young drivers remain overrepresented in car crashes, and injuries and fatalities arising from car crashes. Graduated driver licensing (GDL) has emerged as an effective exposure-related intervention, and, commonly, GDL programs incorporate a minimum practice requirement.

In Queensland, Australia, learner drivers are required to record a minimum of 100 hours of certified supervised driving practice before being eligible to undertake the practical driving assessment. We wanted to investigate whether creating and using a computer game version of the mandatory paper-based logbook increased the variety of the learner practice recorded in logbooks, and if learner drivers found the gamified logbook to be engaging.

What did we do?

We conducted a one week field trial of the gamified learner logbook app with 25 learner drivers.

What did we find?

Generally the participants found the gamified app enjoyable to use and were motivated to use it. However, the app did not increase the amount of time learners spent practicing on the road.

Overall, the gamification experience was positive, despite little influence on driver behaviour.

What does it mean?

Currently it is unknown if gamification can positively influence the amount of driving practice or the nature of the skills gained through supervised learner practice driving. As no difference appeared in driving skills practiced or the amount of time on the road, other factors might be important when we try to use gamification to optimise the learner practice period.