BP1: Training and Awareness

Reference: BP1 003	Title of Project:	**Honda Rider Simulator**
Version: 1	**Website:**	http://world.honda.com/news/2006/c060130RidingTrainer/
Brief Description of Project:	Honda's riding simulator is for use as a training tool for training providers, dealerships and schools, but also at home by individuals wishing to perfect their riding. The Honda Riding Trainer takes the form of a computer fitted into a tubular structure that features handlebars, a saddle, and gear and foot brake controls for use in bike mode.  The user can start learning the controls on simulated traffic-free roads and progress to more congested situations. Several riding situations (town, rural, mountain, night etc.) can be selected as well as the type of vehicle: low, medium or high cubic capacity scooter or motorbike. There are two city riding simulations providing experience of common urban motorcycling hazards. The simulator is designed to allow the novice rider to safely discover the critical situations they may encounter on the road and to develop survival strategies. The simulator utilises a standard PC using a Windows 2000 or later operating system.	

Monitoring Data:	No specific monitoring data was available but research into the use of simulators in Japanese rider training (Awane1999) found that hazard perception of novice riders was improved by structured, supervised use of the simulator. Unsupervised, the subject often tried to crash the simulator as if 'gaming'. Research in Victoria, Australia (Haworth and Smith 1999) reinforced the need for repetitive practice in 'danger anticipation'. *Awane, T. (1999). Integrating simulators in motorcycle safety education. IATSS Research, 23,26-35.* *Haworth, N., Smith, R., & Kowadlo. (1999). Evaluation of rider training curriculum in Victoria (Report No.165). Melbourne: Monash University Accident Research Centre.*
Results:	The 'danger anticipation' scores of novice riders were improved by structured and supervised use of the simulator.
Key Effective Conclusions:	Use of the simulator and supporting research suggests that repetitive hazard perception practice using simulations of common urban traffic situations can improve a rider's ability to anticipate and manage developing hazards.
Projects for Comparison:	FEMA/ACEM IRT Project including e-coaching (BP1 002). BSM driver training simulator use in the UK.
Justification:	Tracking of subjects to determine collision risk on road is lacking but the research does suggest that recognition of common collision causation hazards (as identified in the MAIDS study) could be improved by structured and guided use of a suitable simulator. This project addresses the eSUM objective for WP3, BP1 by offering the potential for reducing urban PTW casualties through rider training/behaviour change.