C.A.P.E./INTERPOL 17th Annual Training Symposium: Training, Learning and Performance: International and National Innovation

Symposium Report

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Introduction

From 15-17 June, 2009, One hundred eighty-six participants and delegates from 34 countries attended the 17th INTERPOL/C.A.P.E. Training Symposium in Edmonton, Alberta, Canada. The theme of the Training Symposium was: "Training, Learning and Performance: International and National Innovation." Nineteen presentations were given over the three days of the Training Symposium. This report presents findings summarized from the training symposium and consists of four parts. Part I presents a brief literature review that addresses past and current trends in law enforcement training. Part II summarizes themes and suggestions for how to improve law enforcement training as exampled from the presentations. Part III describes common themes identified from the facilitated round table discussions that followed each presentation during the first two days using NVivo 7.0 qualitative analysis software (QSR International). Part IV closes the report with possible suggestions for improving law enforcement training.

Part I: Literature Review

The history of dedicated law enforcement training of new recruits is a relatively new concept, only having been around for 50 years (Chappell, 2008). Traditional training consisted of training for basic duties such as firearms, driving, self-defense skills, and physical fitness.

Additionally brief introductions to law, arrest procedures, traffic stops and enforcement and officer safety occurred in this training based on criminal reform (Chappell, 2008). The majority of this training took into account that there was scant difference between the learning need of adults and children. As the world of education became cognizant of the difference between adult and child learners and the need to embrace adult learning principles (Knowles, 1973), law enforcement training institutions also realized the necessity of shifting their mode of training to similarly embrace adult learning principles (McCoy, 2006; Massoni, 2009). Knowles (1973) identified four distinct areas that require attention when it comes to designing curriculum for adult learners: adult self concept, prior experience, readiness to learn and a problem-based orientation to learning.

Whereas child learners have a strong external locus of self (dependent on others to assure them they are on the right track with their learning), adults have a much stronger internal locus of self (able to demonstrate self-direction for task completion). Knowles (1973) states it thusly: "Andragogy assumes that the point at which an individual achieves a self-concept of essential self-direction is the point at which he psychologically becomes adult." (p. 45) When instruction then becomes the type of instruction where adults have little control over the direction of their learning, they generally are less accepting of this kind of teaching and learning.

As people mature, they acquire a wealth of experiences. These experiences can have a dramatic impact on the adult's ability to learn new material, particularly if the new material to be learned runs counter to their life experiences. From Knowles (1973): "To a child, experience is something that happens to him. To an adult, his experience is *who he is.*" (p. 46) When curriculum is designed or taught in such a way that the adult learner's experiences with the curriculum topic is not taken into account, it can be viewed by the adult learner as demeaning or

devaluing who the adult learning is as a person (Knowles, 1973) It is only when andragogical curriculum is designed in such a way to allow the adult learners to share how their learning aligns with or departs from the learning objectives that deep understanding of curriculum learning objectives can take place. Also, when teaching adults it is important to know that when the adult learners' experiences are known to be valued by the adult learners, a much higher buy-in for learning happens for the adults.

When it comes to understanding an adult's readiness to learn, it is important to note that readiness to learn for adults becomes more a function of learning in order to perform better on the job and less about advancing from one grade to the next, as is common for the child learner. Building curriculum that creates readiness to learn opportunities in the classroom through job-function based scenario training is one way to embrace readiness to learn. (Knowles, 1973)

Orientation to learn has to do with the motivators that contribute to one's drive to engage in the learning objectives. With children, their motivation has to do with what Knowles (1973) calls postponed application. In other words, children learn today what they will need to know in order to advance to the next grade level. The adult's motivation to learn becomes more of a problem-centered orientation to learning. Adults learn what they need to learn in order to be better at their job, their home life, their role as a parent, etc. (Knowles, 1973) As law enforcement training moved away from pedagogical approaches to teaching and learning and toward andragogical approaches to teaching and learning, the law enforcement community realized the necessity to begin embracing new ways of teaching and learning that were focused on adult learning issues such as teaching critical thinking, authentic job-function based scenario training and problem-based learning,. (Cleveland, 2006;Werth, 2009)

Problem-based learning (PBL) developed from the medical community as a way for interning doctors to develop the successful skill sets necessary during their internships that would easily transfer into their practice, once they graduated from medical school (Wood, 2003). As PBL gained popularity with medical schools, its reputation for helping adult learners acquire critical thinking, problem-solving, and self-directed learning skills caught the interest of law enforcement training agencies that began to incorporate PBL into their training programs (Werth, 2009). Some of the difficulties with taking a PBL approach to training rest in the area of assessing recruit performance. Werth (2009) points out that traditional paper-pencil exams are less effective at determining recruit performance in a PBL environment. Instead, he advocates deeper more robust assessment measures such as portfolios, oral presentations, essays, exhibitions, constructed responses to open-ended questions. A second area of difficulty with PBL is finding experienced instructors who know how to facilitate a PBL structured classroom, different from a lecture based classroom that is common in more traditional law enforcement training. It takes a careful orchestration with subject matter experts and experienced PBL facilitators if PBL approaches intend to be used for law enforcement training.

As law enforcement began incorporating PBL and adult learning principles into recruit training, it became apparent that affective domain issues such as communication, diversity, and police-community relations were not being addressed. Community Oriented Policing (COPS) was one such approach that included adult learning principles and police-community relations (Chappell, 2008).

According to Chappell (2008):

> "Whereas traditional policing was reactive and incident-based, COPS is proactive and seeks to solve problems that generate repeat calls for service. Generally, the COPS philosophy posits that officers work with neighborhood residents to define problems from

the bottom up and then work together to *solve* those problems, rather than respond to calls for service as separate incidents." (Chappell, 2008, p. 37)

Adult learning principles, problem-based learning, community-oriented policing…sounds like a winning combination for law enforcement training? What about venues who require skilled officers, but these recruits cannot receive training due to their extreme distance from training centers? What options exist for online distance education?

Donavant (2009) addresses this situation by suggesting that online education (OE) programs can be useful for the academic components in law enforcement training. However, because law enforcement training also has a requisite hands-on training component for officer safety and subject control tactics, OE cannot by its nature provide the necessary face-to-face contact necessary for any physical skills training. Also, Donavant (2009) cautions that mandated professional development courses runs counter to the andragogical principle of self-directed learning. When adults are mandated to attend training, they can become disenfranchised with training, as it can intrude on their personal time. "For adults, education does not occur in a vacuum; adults can, and do, consider their educational endeavors in respect to other pertinent aspects of their lives." (Donavant, 2009, p. 242). While an abundance of research exists on technology and OE as it relates to formal educational opportunities, Donavant (2009) also reports there is very little research being conducted where OE is used as a training model for professional development; that the research that is done has to find a close relative field in formal educational areas for comparing those research results to substantiate an argument for OE as a means to conduct professional development training. Clearly, law enforcement recruit training has areas in the literature where gaps exist and the need to fill those gaps in the literature by creating opportunities for trainers, curriculum developers, researchers and other interested parties to come together to share best practices. The 17th INTERPOL/C.A.P.E. Training Symposium in

Edmonton, Alberta, Canada was one such meeting that allowed law enforcement professionals a venue to share best practices.

Part II: Training Symposium Presentations Summary

The training symposium three-day agenda was organized with daily themes for the presentations. Day one's themes (four presentations) addressed training standards in the UK (Field-Smith, R.), blending academic education with police training (Peeters, H.) new models of training development (Campbell, C. and Pannell, L.) and problem-based learning and adult learning principles with Use of Force (Carter, S. and Kappelman, J.). Day two's themes consisted of four presentations organized around the ideas of enhancing police training (Haberfeld, M., von Hassell, A. and O'Leary, S.), collaborations among academic institutions and police training (Ellis, G.), development and professionalizing investigative skills education (McGrory, D, Hassel, B. and Glasgow, C.) and using e-learning technology to enhance police training awareness of persons with mental illnesses (Young, S. and Clarke, C.). Each of the first two days' presentations were approximately 45 minutes in length with approximately 45 minutes allowed for table group discussions that used a guided set of questions to prompt discussion following each presentation. (Note: An analysis of the table group discussions will follow the summary that is presented here.) The last day consisted of eleven presentations of approximately 15-30 minutes each, organized within six session headings as follows:

(1) education and training for international police officers (Cantu, R.),

(2) extending INTERPOL tools to police (Renkiewicz, M. and Resch, B.),

(3) developing HR training tools (Dewhirst, P.),

(4) regional and national police training cooperation and best practices-4 presentations:

      (a) regional police training in South Africa (Chinyungurwa, O.),

(b) transnational crime prevention (Goldsmith, A.),

(c) Canadian Police Knowledge Network, (Sweet, S.),

(d) Hong Kong Police College (Cheuk, A.),

(5) INTERPOL training initiatives-2 presentations:

(a) INTERPOL Anti-Corruption Academy (Sheehan, D.) and

(b) INTERPOL International Police Training Programme (Gadeceau, J-F),

(6) police training for world events-2 presentations:

(a) 2010 Soccer World Cup (Kruser, G.) and

(b) 2010 Olympics in Vancouver (DeBruyckere, K.).

Part III: Round Table Discussion Sheet Analysis

For the end of presentation table discussions during the first two days of the Training Symposium, there was a questionnaire consisting of three or four questions, depending on which set of presentation themes were addressed. The presentation discussion topics and questions were as follows:

1. Presentation Discussion Topic 1: Relating Competency Frameworks and Academic Design to Professional Police Training

Topic 1 Questions A-C

   A.   Based on the ideas/concepts from the presentations, how do you think police training could use academic education to be more effective?

   B.   How could we apply these ideas/concepts in our own jurisdictions? (Think about both the challenges and opportunities that need to be considered.)

   C.   What changes or solutions could help us integrate the academic wisdom with our police training? (either individually in our own jurisdictions or collectively)

2. Presentation Discussion Topic 2: Rethinking and Redesigning Recruit Training Using Adult Education Principles

Topic 2 Questions A-D

    A. What ideas/concepts from the presentations do you think would help us integrate new ideas into designing and implementing recruit training?

    B. How could we apply these ideas/concepts in our own jurisdiction? (Think about both the challenges and opportunities that need to be considered.)

    C. What do we need to keep with our current curriculum, because it is working well?

    D. What needs to change about our current curriculum, in order to overcome the challenges and incorporate more adult learning principles?

3. Presentation Discussion Topic 3: Enhancing Police Leadership, Learning and Collaboration

Topic 3 Questions A-C

    A. What ideas/concepts from the presentations do you think would help us enhance police training and develop leadership among personnel?

    B. How can concepts and principles of leadership be integrated into the various stages of training?

    C. What changes or solutions could help us engage partners to assist in our police training programs? (either individually in our own areas or collectively)

4. Presentation Discussion Topic 4: Specialized Progressive Programming

Topic 4 Questions A-D

    A. What ideas/concepts from the presentations do you think would help us in our policing and investigative skills?

    B. What standards might we need to develop, or change, to ensure all officers have access to specialized and progressive programming?

    C. What are the challenges to the development of similar programs in your jurisdictions?

    D. What changes or solutions could help us overcome these challenges?

Notice that the questions are very similar within the four presentation topics. Question A

addresses ideas and concepts from that day's presentations as they relate to the four topic areas.

Question B speaks to how the concepts and ideas from that day's presentations could be applied within the jurisdictions of the table participants. Question C has to do with problem-solving strategies (challenges or solutions) necessary to either keep using what is working well or approaches that may work to incorporate changes in training within jurisdictions of the table discussion participants. Question D only appears in two of the four presentation discussion topics and similar to Question C, addresses challenges or solutions that may need to be considered for incorporating suggestions highlighted during that day's presentations.

Four main ideas emerge from an analysis of the Table Discussion sheets. First, finding time for in-depth training has been a common theme throughout the training symposium. The ideas presented during the symposium, while felt by discussion participants to be valid approaches to training, that not having sufficient time for training was a common theme. Second, funding for training program changes was a highlighted area in that while training program changes could be considered, funding restrictions could limit the degree to which actual incorporation of new training standards could be achieved. Third, it is understood that new training standards can come to fruition if post-secondary institutions are included in training program design and implementation. Again, bridging the cultural gap that seems to exist between law enforcement training standards and the degree to which post-secondary, andragogical principles can be infused into training standards needs to be closely examined, and to the best degree possible enlist the help of university instructors to help form the training program's cadre of instructors. Fourth and finally, inclusion of scenarios as part of the training curriculum needs to be included, if an effective and robust training program becomes worthy of consideration. Also with scenario training, using community members who become trained as scenario role-players was seen by symposium participants as an excellent way for law enforcement to help

develop proactive approaches to policing. When community members assist law enforcement with training scenarios, the community members begin to dispel some of the common myths that exist about law enforcement personnel. In this way, new ways of appreciating the work of law enforcement officers can be had.

Part IV: Summary of Suggested Changes to Training

The information that follows summarizes suggestions for areas where law enforcement recruit training should change. This information was gleaned from the post-presentation table discussion sessions, similar to the information reported in Part III of this report.

Suggestions for improving law enforcement training

1. More frequent training symposiums like this one.

2. Develop substantial working relationships with university people, in the areas of curriculum development, research projects inside training facilities, and "train the trainer" programs in problem-based learning and adult learning principles and classroom facilitation.

3. Investigate ways to get higher level management buy-in to support increased training requirements.

4. Look at ways to incorporate more robust assessments into law enforcement training assessments. (i.e., rubrics, scenario assessments, etc.)

5. Use competency frameworks to build training programs.

Conclusion

In preparing this report, gaps in the literature became apparent. Specifically, research needs to be conducted and reported on the efficacy of online Law Enforcement training programs, Problem-Based Learning, and adult learning approaches.

An online training program for police officers was reported by Donovant (2009), who also noticed that very little research has been done in these areas. Donovant found that while the majority of participants preferred traditional forms of instruction, they felt online learning was an "…appropriate delivery method for professional development." Further, he reported online education expanded the opportunities for training that may not necessarily be available otherwise. As a cautionary note however, Donovant acknowledges the intrusive nature of online education programs into law enforcement officers' personal lives that wouldn't necessarily be present during on-site face to face training programs. Donovant also cautions that changing for the sake of change is less desirable and furthers the gap between "…scholarship and practice." If the suggestions for improving law enforcement training offered by symposium's participants are to be looked at critically, a willingness to participate in the research/reporting process ought to be considered.

The symposium's suggestion of partnering with universities is one approach that may help fill the gaps in the law enforcement training literature. Finding university partners willing to help develop the curriculum according to best andragogical practices, then engage in the research/reporting process (along the lines of Action Research in Education faculties) as the law enforcement subject matter experts implement the newly designed law enforcement training programs may offer an attractive prospect to both agencies. It is only by reporting on best

practices for law enforcement training that get developed and implemented that the gaps in the literature of law enforcement training can begin to be addressed.

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