

**CANADIAN  
POLICE  
KNOWLEDGE  
NETWORK**



**RÉSEAU  
CANADIEN DU  
SAVOIR  
POLICIER**

# e-Learning 101

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Strategic Initiatives

Canadian Police Knowledge Network

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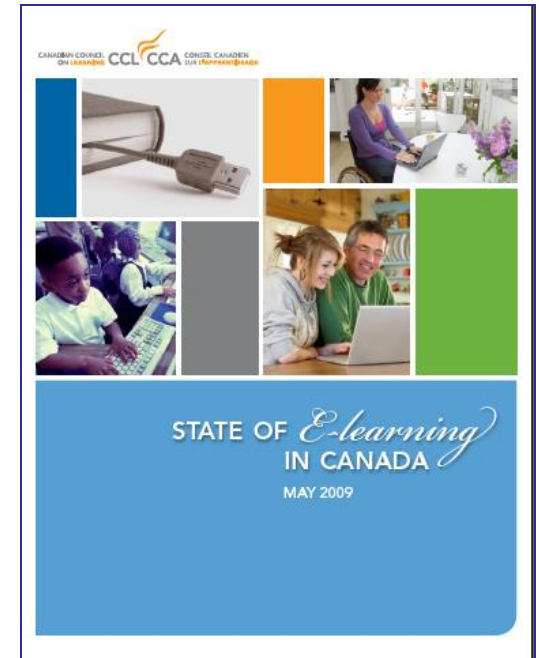


# What is e-Learning?

Canadian Council on Learning's  
'State of e-Learning' states:

*"The term e-learning has become an all-encompassing catch-phrase for the application of computer technologies to education - whether it occurs in face-to-face classrooms, blended and hybrid courses, mediated distance-education context or in online learning environments."*

- Evolved over 20+ years (WBT, CBT, simulation)



# Forms of e-Learning

- Web-dependent – used for some components like chats
- Web-supplemented – online outlines, notes, resources, etc.
- Mixed-mode – Required to participate in online components with face-to-face component (blended)
- Fully online

(From OECD – Organisation for Economic Co-operation and Development)

# The e-Learning Advantage

<b>Accessible:</b>	24/7 access from any Internet-connected computer
<b>Efficient:</b>	Reduces conventional training time up to 75% (1 classroom day = 2 – 3 online hrs)
<b>Flexible:</b>	Stand-alone or Blended learning
<b>Cost Effective:</b>	Reduces or eliminates costs associated with classroom training (hard and soft costs)
<b>User Friendly:</b>	Easy to navigate; self-paced study according to learner's schedule; improved retention
<b>Consistent:</b>	Delivers consistent messages and information to learners, regardless of when or where the training is taken
<b>Trackable:</b>	Tracks and records learner progress on secure Learning Management System (LMS)

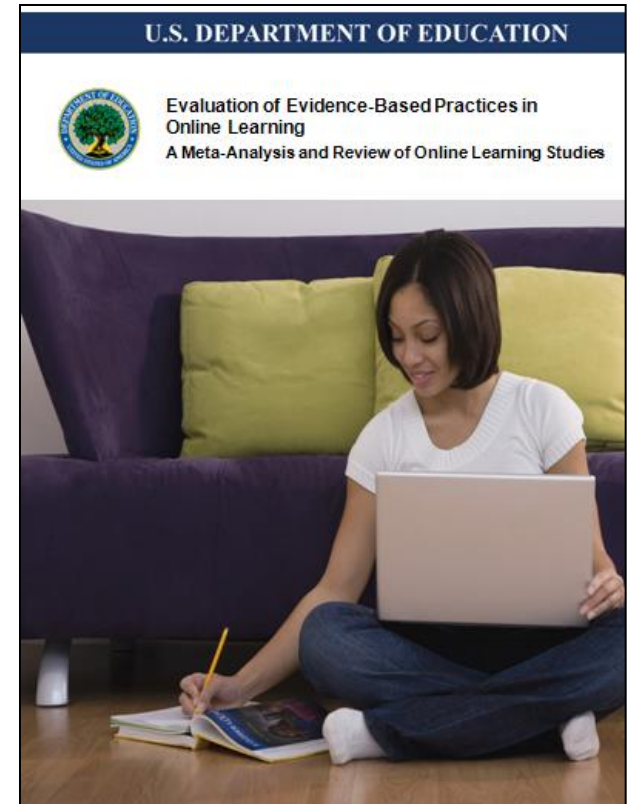
And most importantly...

# e-Learning is Effective

2009 US Dept. of Education Study:

*“on average, students in online learning conditions **performed better** than those receiving face-to-face instruction.”*

- 90% of CPKN learners rate courses as good to excellent
- 88% of CPKN learners would recommend courses to their colleagues

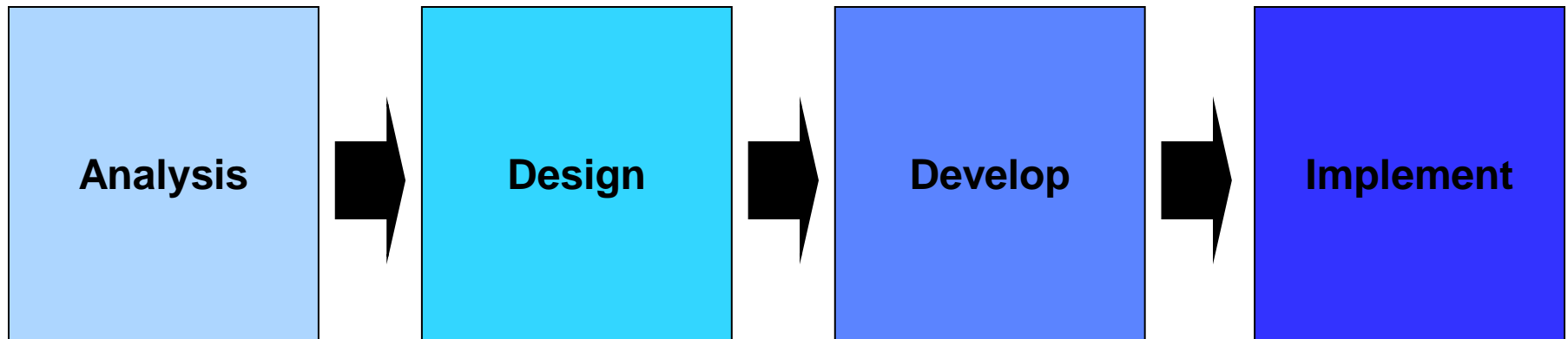


# Barriers to Adoption

- **Status Quo**  
Resistance to changing way of doing things
- **Financial**  
Budget cycles, hard costs vs soft costs, etc.
- **Bias**  
Preference towards self-developed material
- **Associations/Unions**  
Implications on contracts?
- **Cultural Shift**  
Need to recognize e-learning as an option
- **Technology**  
Availability of equipment/bandwidth

# The Development Process

- Based on sound instructional design, courses are generally developed following an ADDIE model.
- The most common e-learning standard is the Sharable Content Object Reference Model (SCORM) from [www.adlnet.org](http://www.adlnet.org)



# Evaluation

Most e-learning is evaluated using a Kirkpatrick model:

## **Level 1 – REACTION**

*What did the student think? (SMILE sheet/survey)*

## **Level 2 – LEARNING**

*Did knowledge increase? (pre/post testing)*

## **Level 3 – BEHAVIOUR**

*Did behaviour change? (follow up survey)*

## **Level 4 – RESULTS**

*Was there a business impact? (metrics)*



# The e-Learning Team

There are several functions involved in the creation of an e-learning product:

- **Instructional Designers/Writers**
- **Media Artists**
- **Web Developers/Programmers**
- **Quality Assurance**
- **Project Management**
- **Content/Subject Matter Experts**

Depending on the size of the project, individuals may play multiple roles.



# e-Learning Development Tools

## Development Tools:

- Authoring / Programming
- Graphics
- Multimedia
- Office (email, word processor, project tracking, etc)
- File management/version control systems

## Learning Management System:

- Manages courses and users, stores user/course data, allows for reporting, etc.
- An LCMS also manages content (Calgary Police Service)



# Technology: Delivery Needs

## Server Level:

- Web server to deliver content
- Database server to store user information
- LMS software package
- Inter/Intranet

## User Level:

- Browser (IE, Google, Chrome, etc.)
- Some basic browser plug-ins (Flash Player)
- Connectivity



# What Support is Required?

## **Technical:**

Servers and Desktops

## **LMS Administration:**

Loading courses, granting user access

## **Learner Support:**

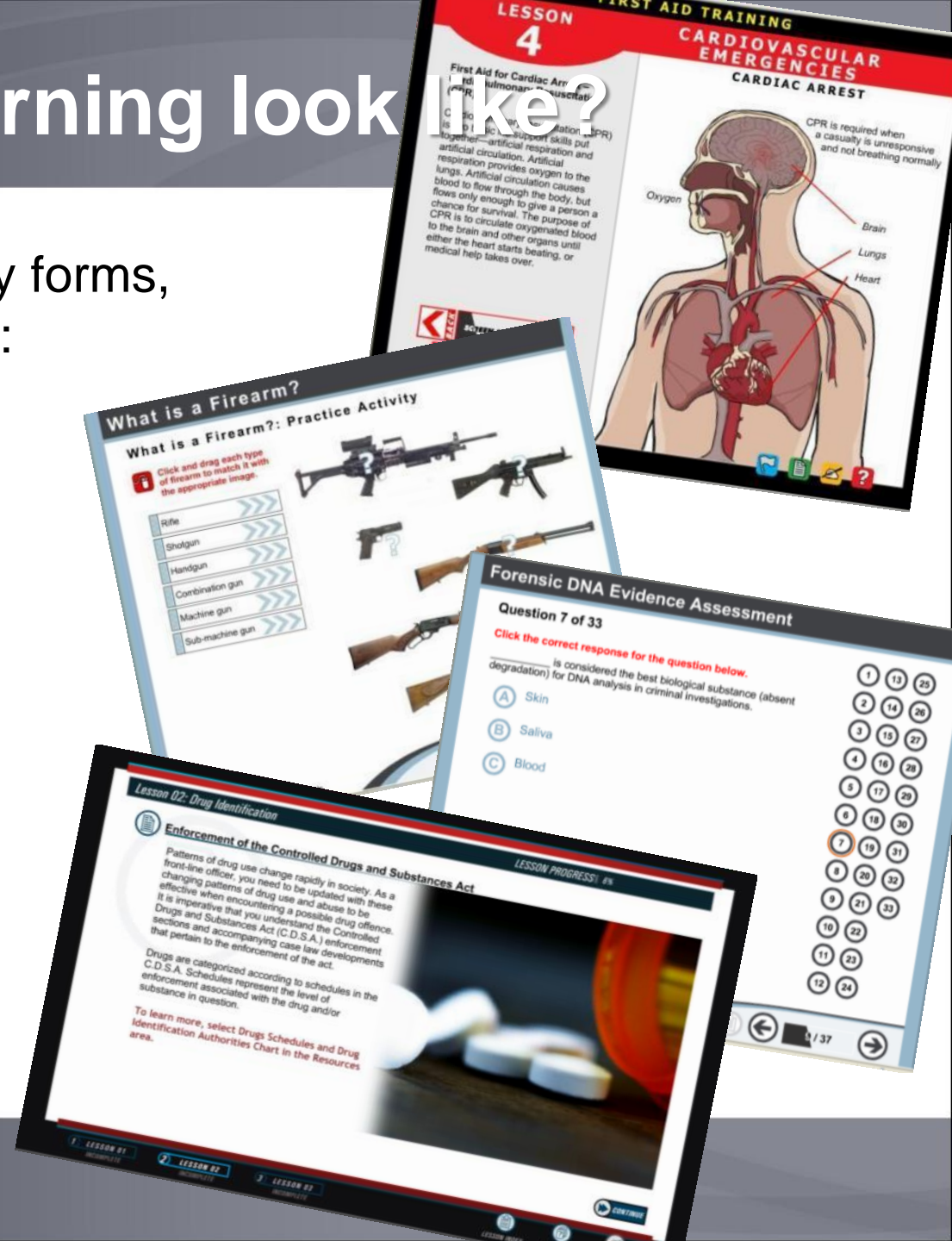
Help Desk

**Content Support:** Updates/Learner questions

# What does e-learning look like?

E-Learning can take on many forms, styles or formats that include:

- Tutorial
- Scenario
- Simulation
- Software simulation



# Tutorial

- Very similar to traditional self-paced print material
- Degree of multimedia enhancement varies greatly
- Interactive activities tend to be of low complexity
- Most common
- Example: *Preventing Officer Involved Collisions* course


**The Human Factor**

**Understanding Attention, Perception, and Memory**

**Attention**

Attention is the single most critical factor when it comes to being a good driver. The psychological concept of attention refers to a person's ability to process parts of their environment. Before you can even perceive something, you must have your attention focused on it. For example, many drivers can relate to driving their vehicle while talking on their cell phone or even just being deeply engaged in thinking of something else. Then you realize you cannot remember the last five minutes of your drive. Maybe you sailed right through that last stop sign or did not see the car in your blind spot. The stop sign was actually there. Why was it seemingly invisible? Because without **attention** there can be no **perception**.

If you do not focus attention on the details of your environment as you travel down the road, those details are never processed by your brain. Your eyes may have seen them, the stop sign for instance, but if your attention is focused elsewhere, that part of your environment will not be perceived. The importance of focusing adequate attention on driving is dramatically underestimated and is generally one of the fundamental errors that drivers most often make.



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# Scenario

## Responding to a Crime Scene

The screenshot shows a multimedia interface titled "Responding to a Crime Scene". It features a "MEDIA LIBRARY" on the left with sections for "PHOTOS" (Victim), "VIDEOS" (Weather), "DOCUMENTS" (Event timeline, Case Law, Cash register log), and "AUDIO" (Case Ruling Excerpt). The main area is titled "CASE SCENARIO" and "RESPONDING TO A CRIME SCENE". It contains a "CONTEXT" section with text about Marie Lorraine DUPE and a "read more..." link. Below is an "ACTIVITY" section with instructions and a list of available media elements: Photos, Videos (Weather, Scene 1), and Documents (Event timeline, Case Law). At the bottom of the activity section, it says "THINK ABOUT BEING IN YOUR CRUISER AND PATROLLING IN THE WEATHER CONDITIONS THAT YOU CAN OBSERVE BY WATCHING THE VIDEO « WEATHER »." and "Click the arrow to start the questionnaire." The interface also includes a close button (X) in the top right and navigation icons (back, forward, home) at the bottom.

- Puts learners in real life problem solving situations (PBL)
- Typically supported by rich multimedia such as audio/video, animation and/or illustration
- Branching decision points allow for exploration of the best choice option.
- Example: *Basic Investigation Skills*

# Simulation

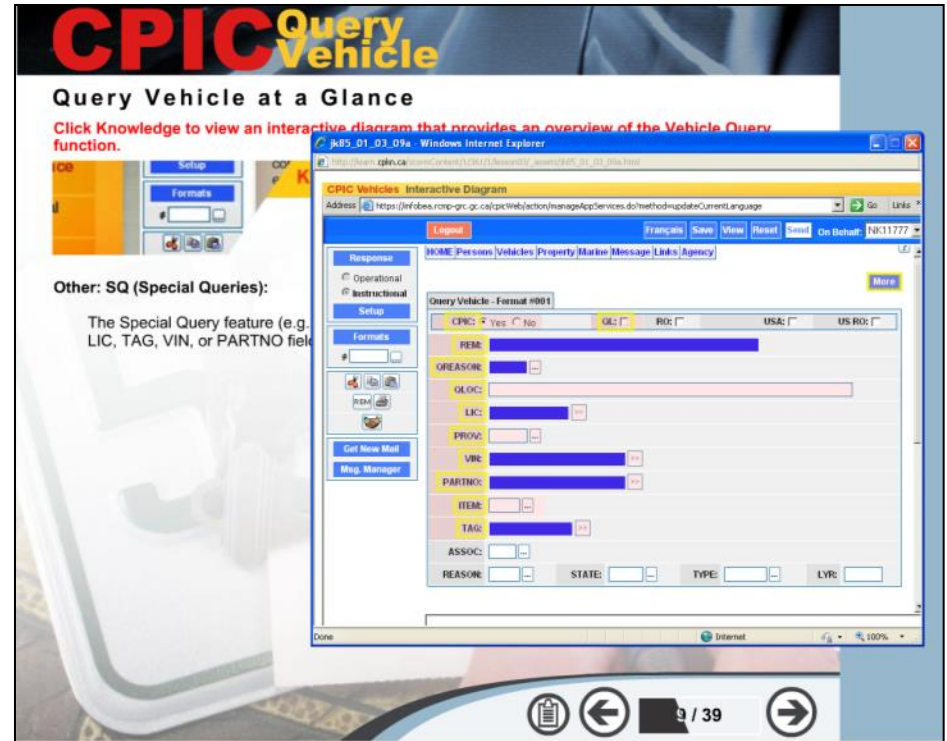
- Provides a safe environment to practice complex and/or dangerous tasks
- Mirrors actual environments as closely as possible
- Multimedia-rich
- Example: Shooting simulator





# Software Simulation

- Reduced requirement for a special training environment
- Can be as open ended as required (free play - fully guided)
- Multimedia-rich
- Hands-on and visual
- Example: *CPIC Query/Narrative* course



# CPKN Demo

- Site Navigation
- Registration
- Log-in
- Course Demos
- Reporting Demo

The screenshot displays the CPKN website interface. At the top, the logo for the Canadian Police Knowledge Network is visible, along with navigation links for Home, Course Catalogue, Registration, EA Network, News, About, Links, and Contact. A secondary navigation bar includes Login and Version Française. The main banner features a close-up of a person's face with the text "Excited Delirium Syndrome" and a "PAGE 4 / 4" indicator. To the right, the CPKN logo is accompanied by the text "Canada's leading not-for-profit provider of e-learning for police." and a statement of endorsement from the Canadian Association of Chiefs of Police. Below the banner, the site is organized into three columns: News, About, and Contact. The News column lists several articles, including "CRITICAL INCIDENT STRESS MANAGEMENT: NEW FREE LEARNING EVENT" (August 23, 2010), "OPP CAMPAIGN TO REDUCE OFFICER INVOLVED COLLISIONS" (August 10, 2010), "NEW RELEASES: COACH OFFICER TRAINING AND COUNTERFEIT TRAVEL AND IDENTITY DOCUMENTS" (July 9, 2010), and "PEACEKEEPERS ADOPT BLENDED LEARNING" (July 6, 2010). The About column provides information on how to learn more about CPKN, including a list of topics like About CPKN, Board of Directors, and Content Providers. The Contact column offers contact information, including a telephone number (1-866-357-CPKN) and an email address (support@cpkn.ca). A promotional banner for "STANHOPE 2010" is also present, along with a section for "2011/2012 e-Learning Course Selection Process" which invites police and law enforcement personnel to submit proposals for priority training topics by September 10th.

# Implementing e-Learning

## **Suggested steps for implementing e-learning:**

- Research options -- talk with others who have done it
- Identify organizational needs/ resources
- Choose a provider/course/learner group
- Communicate with learners/ managers
- Implement course
- Evaluate



Thank you for your time and attention!

