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Police Education and Learning Summit

Deputy Chief Roger Chaffin
Calgary Police Service
September 2013

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Population: 1.097 million

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711 Civilian



1997 Sworn

Annual budget of \$337million

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Training Budget of approximately \$10m / yr or 3.5% of Operating Budget which includes:

- In-Service training
- Recruit training
- Canadian Police College
- External University courses
- Conferences
- Executive Development

Chief Crowfoot Learning Centre (CCLC)

- Recruit Training
- In-Service Training

Career Development Section

- Provide assistance and advice re member's education, career plans and assessments

Specialty Training

- Tactical, Traffic, Forensics training

Methods of Training

- In class training
- Self directed eLearning
- Blended learning
- Scenario/case based training
- CPS Newsroom
- Chief's Videos
- Outside Agencies – universities and colleges

- What does it really cost to take members off the street and put them in a classroom?
- How effective are the various styles of training?
- How do we ensure transfer of knowledge is occurring?

- How do we address the need to go beyond technical learning; moving toward critical thinking, reflective practice and engagement with learner?

Current Use of E-Learning

- Self-directed training and information modules that provide foundational information, accessed by LMS system via computers with 24/7 access
- Utilized to supplement face to face training (modified blended learning approach)

Future E-Learning

- **Two streams:**
 - Self directed for content access and reference, available to members 24/7 via smart phones and tablets
 - Facilitated e-learning courses through LMS
- Place existing programs into LMS where facilitated discussion boards can supplement and build upon classroom learning.

The Future of Training

In times of budget reductions, often training is one of the first things to go.

Is it better to have a small agency that is well trained, or a large agency that is not trained?

How do we utilize technology to deliver effective and efficient training?



The Future of Training

- Need to engage our ICT area to understand what is required for training not just now, but in the future
- ICT must be able to provide network support and development
- ICT will need to develop apps within a secure cloud to reduce risk of corruption from open source tools and provide safe storage of content

The Future of Training

The CPS is looking to develop innovative, technology and integrated learning designs to address growing training demands for learners in a meaningful and measureable way.

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The Future of Training

- Adopt a LMS that allows for collaborative interaction between students and facilitators
- Enhance blended learning initiatives
- Utilize “flipping the classroom” techniques through content delivery prior to face to face instruction

The Future of Training

- Create facilitated e-learning courses/programs through LMS available 24/7 from any smart device
- Integrate iPads and Android devices to promote access
- Create training video vignettes
- Partner with U of C in application of learning in a gaming environment

Gaming and Learning

- Collaborative effort with CPS, U of C and University of Wolverhampton
- U of C focusing on how emotional intelligence in officers is developed through the application of scenarios within a gaming environment
- CPS also looking to develop critical thinking skills, reflective practice and decision making ability in officers

Gaming and Learning

- Utilize the virtual environment to mimic large scale training exercises which are resource intensive to provide
 - Open air mobile shooter
 - Natural disasters involving multi agency response
 - Incident command training
 - Officer / violator contacts, use of force decision making, de-escalation tactics

- Take an off-the-shelf product to create vignettes with a first person viewpoint.
- Add multiple players, recording play, in game voice chat, spectator modes and different equipment for players
- Produce a virtual environment for simulation and role play around scenarios.

- Built in a game environment allows for digital assets to be reused in multiple scenarios and serious games.
- Virtual objects would be created to make the development of the game easier
- Expect to produce models for police vehicles, uniformed officers, and members of the public to localize Calgary simulations

Gaming – Relevance

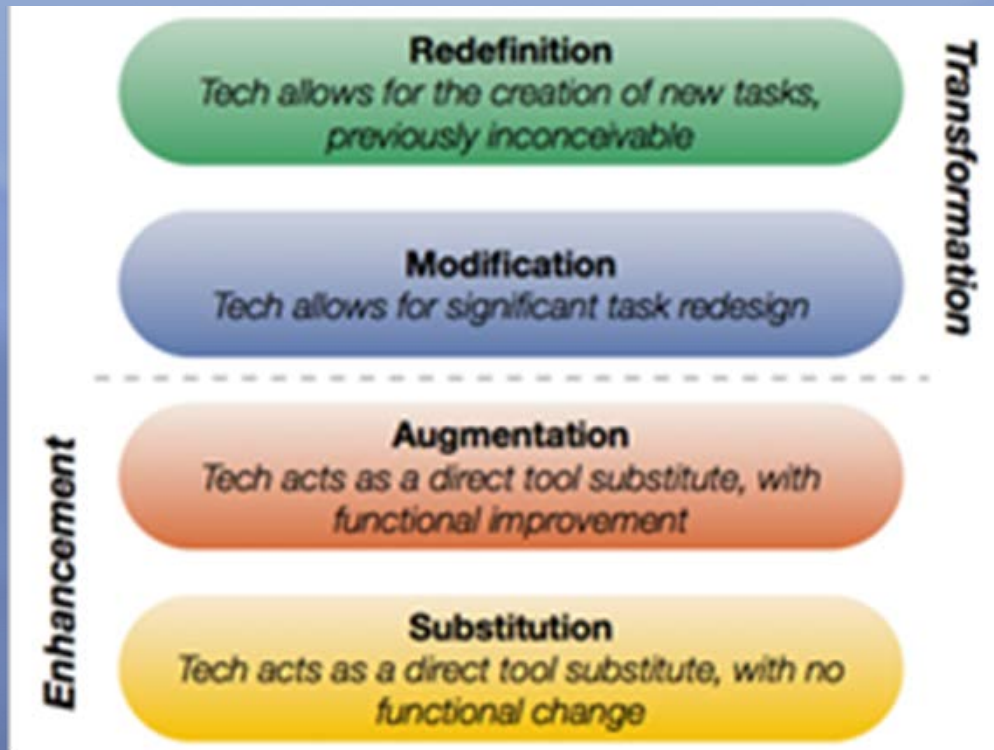
- Allows trainers to manipulate situations so potential consequences of decisions can be presented to trainees.
- Real-time responses to the actions of the trainees
- Receive feedback in a safe environment.
- Real value: police officer can also be put in the role of others in the scenario – being stopped, questioned and searched

Gaming Room Logistics

- Room consist of 24 stations, each one an independent player within the gaming environment
- Scenario controlled by a facilitator
- Opportunity to freeze scenario at any time, playback options and ability to draw on screen like a table top exercise

- **New to CPS Recruit Class 203 – in use for 12 weeks, with roll-out plan for future classes**
- **The apps available allow student to search for content and be used by students in new ways (text, videos, social media, images, etc.)**
- **Allow students to work as team members**

iPad – SMAR Model



Substitution:

- replacing printed documents, access to email, review PowerPoints etc.
- CPS introduced iPads to current recruit Class 203 and are in substitution phase

Augmentation:

- marking rubrics completed in real time allowing eLearning and tests to be done on iPad
- access to resources
- SharePoint sites to access work directly
- CPS moving to this phase for Class 204

Modification (in design):

- creating eTextbooks
- an LMS system that can host discussions and modify content
- submit assignments electronically, and
- use of apps to access content on the internet

Redefinition (future):

- working to bring CAD onto iPads allowing the iPad to act as a dispatcher during scenarios and simulation, similar to what they might experience on the street.



iPad – Challenges

- Paradigm shift in how students approach learning
- Storage and access
- Working with Apple product in Windows environment
- Hardware, wireless access
- Communication and integration
- Manpower and technology perceptions

iPad – Feedback

- Feedback from recruits and instructors very positive
- Instructors have become more creative in ways to use the iPad, and have embraced technology (utilized T.A.M. in roll out)
- Ideas will drive changes in how lessons are designed and presented
- Have received fast and inventive service from ICTS to address challenges



Questions...

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