



Looking beyond the trees: Mapping a development path for police educators

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Problems in police education

- Overly teacher-centred
 - Emphasises surface learning
 - Lack of staff development
 - Emphasises declarative knowledge over **functioning** knowledge
 - An insular culture resistant to change
- (McCoy, 2006; Birzner, 2003)



Research into police teaching approaches

- Croal (2006) Qualitative research highlighting barriers to change but benefits in moving to learner-centred education.
- McCoy (2006) Using PALS survey (Conti) indicating teacher-centred approaches by police trainers.
- Werth (2009) Again using PALS found two police academies using PBL were still overly teacher-centred.
- My current paper highlights the need for further qualitative research into teaching conceptions of police educators



Research context

- Police recruits entering the NSW Police College undertake the Associate Degree in Policing Practice, a blend of residential and DE subjects.
- Staff at the college are comprised of serving police officers (often with minimal teacher training) and university lecturers (most of which have a policing background).



Why phenomenography?

- Previous attempts to develop learner-centred curriculum have been generally unsuccessful.
- Need for teacher development to address underlying conceptions
- Using phenomenography to identify conceptions of teaching and developing as a teacher
- Also determine what has helped/hinder changes in these conceptions over a four year period of PBL implementation.



Theoretical basis for PBL

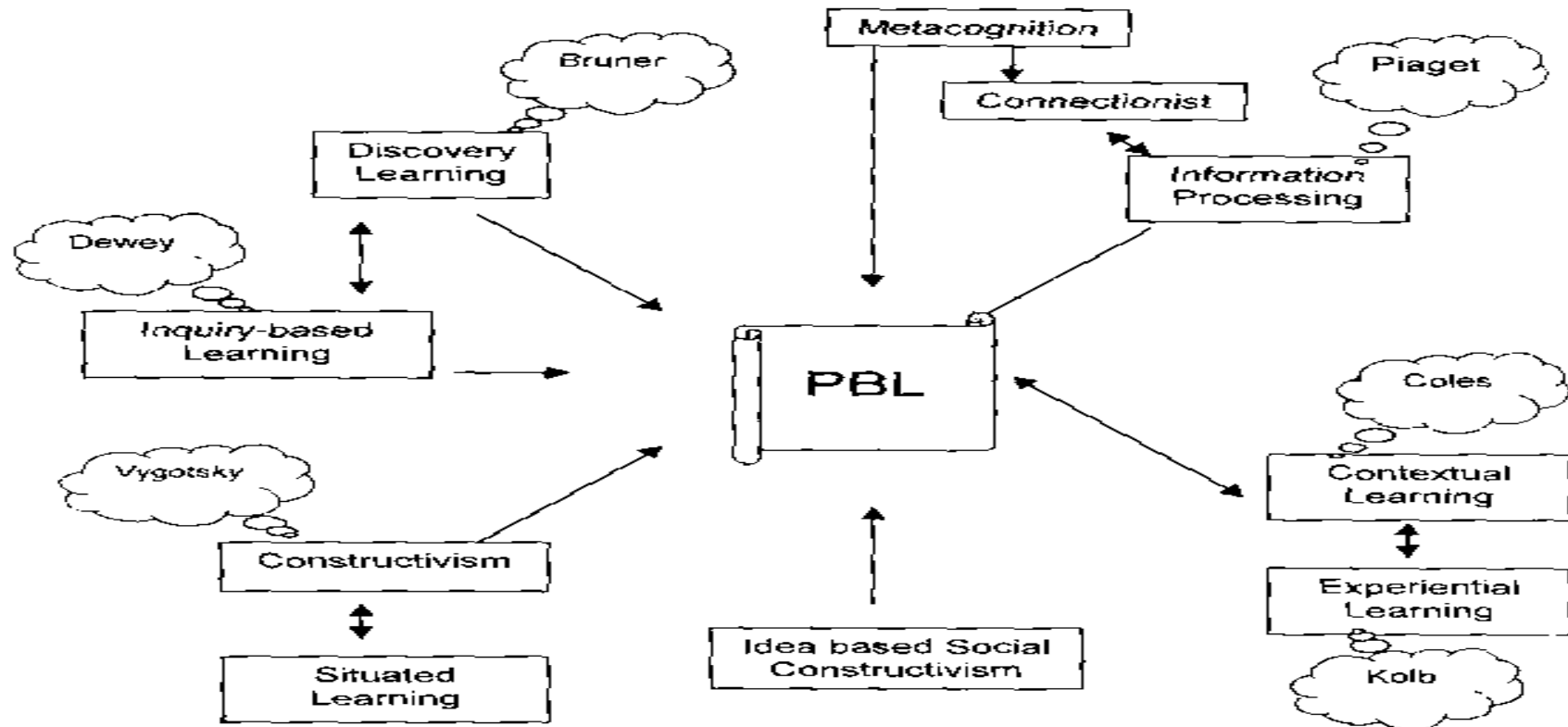


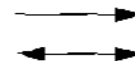
Figure 6: Theoretical Influences on PBL.

KEY:



Contributing theorist

Theory



Ideas of one influence the other.

Ideas connect with one another.



References

- Birzer M.L. (2003) The theory of andragogy applied to police training, in *Policing: An International Journal of Police Strategies and Management*, Vol. 26, No. 1
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- Tootell K. & McGeorge D. (1998) An investigation of the use of problem based learning in Professional Degrees, presented at the Australian Association for Research in Education (AARE) Conference, Adelaide, November 1998