

THE STATE OF E-LEARNING IN CANADIAN POLICING

Prepared for:



October 5–6 2010



Funded by the Government of
Canada's Sector Council Program.



Background Report for Stanhope 2010

Elements of Effective e-Learning for Police

THE STATE OF E-LEARNING IN CANADIAN POLICING

EXECUTIVE SUMMARY

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

As information and communication technologies (ICTs) have become foundational elements of modern society and essential tools for business, organizations are increasingly relying on technologies to carry out day-to-day business activities.

New learning technologies have meant that many organizations are shifting away from traditional, trainer-led, classroom style learning, and are beginning to realize the efficiencies and value of such options as internet-based courses and tutorials. The “just in time/just enough approach” seems increasingly relevant for the “new generation” of learners in all sectors.

Technology-supported learning can be an enabler of high quality policing. In policing, rapidly changing work environments, budget pressures and demographics—a large group of young officers and retiring experienced officers—drive requirements for personnel with different skill sets and knowledge, and drives the need to train rapidly, consistently, repeatedly to maintain policing standards.

E-learning is becoming an important staff development strategy, particularly in its potential for cost effectiveness, its ability to blend easily with other forms of learning and training, and its reduced reliance on classroom delivery.

Over a decade ago, a Policing Sector Study (HRSDC 2000) recognized the importance and the potential role that technology would play in the future. The recommendation:

“Develop an internet-based learning resource accessible to police across Canada that would enable just-in-time learning. This learning resource should be appropriately funded so that financial barriers do not restrict access to content.”

The research in this report suggests that the current state of e-learning is in the early days of adoption, the learning potential is compelling, and that technology is increasingly taking an larger place in the provision of police training.

Many large and small police services are embracing technology for a wide range of training requirements for recruits and for professional development of existing personnel.

However, online e-learning, is still relatively new to police, and it is being used inconsistently due to the inertia of policing culture and a reliance on existing training approaches. Technology has yet to transform the way that police services deliver training in Canada.

For law enforcement services working with limited budgets and resources, e-learning represents a cost-effective way to provide the training that employees might not otherwise receive.

Efforts to increase e-learning in Canadian policing are arguably of great value - the Canadian Police Knowledge Network (CPKN) has over 45 relevant pieces of curriculum on their web-catalogue. Computer-based training can be a low cost way to augment training, particularly for smaller police services and 24/7 workforces, and offers several important advantages.

This report identifies significant progress but much work still to be done. High quality, effective talent in policing will not just happen. It requires detailed understanding of the training needs and environments, planning and analysis of training practices and options, and most importantly, flexibility in approaches. New learning tools can play a key role in enriching traditional teaching methods and can greatly extend learning opportunities to Canadian police.

The conclusion—e-learning can provide one workable solution to the growing demand for increased skills and training for the policing community, but there is a need for a national strategy or collective vision of technology-based learning for the future.

THE STATE OF E-LEARNING IN CANADIAN POLICING

OBJECTIVES OF THIS REPORT

Although current research has suggested that e-learning holds tremendous promise and potential, it remains largely unexplored, particularly among Canadian police services.

The objective of this report is to “take a snapshot” of the use of e-learning within and across Canadian police services, to better understand the benefits and limitations, and to suggest future direction and actions in appropriate and meaningful ways. Areas where greater evidence-based research is needed to support effective decision making will also be presented.

In particular this report intends to:

- provide a general overview with respect to e-learning;
- explore the use of e-learning within Canadian police services;
- identify gaps in existing data and in knowledge;
- illustrate demonstrable benefits of e-learning through evidence-based research, where possible;
- provide a discussion of the return on investment to e-learning;
- provide exemplars or case studies which hold promise; and
- put forward a series of recommendations, incorporating both short-term and long term perspectives.

The report will draw on data and information from a wide range of reliable sources. These will include the OECD; Statistics Canada; Canadian federal and provincial government documents and websites; material derived directly from the Canadian Council on Learning; academic and professional journals/publications and articles; and also synthesizes material from the Police Sector Council and the Canadian Police Knowledge Network (CPKN). Interviews were conducted with selected representatives from the policing community to validate and inform the report.

The report, is intended to facilitate dialogue and to broaden our understanding of e-learning; it is not an exhaustive review of the literature but only a brief snapshot and synthesis of existing information with respect to e-learning and policing. The discussion contained in the report looks at e-learning generally and where possible, specifically at policing. Many of the statements contained in the literature offer useful information and can be applied to the situation in policing.

For the purposes of this report, e-learning refers to the range of electronic and digital technologies used to support teaching and learning. It includes classroom uses, distance and online learning and blended learning—partly online and partly classroom-based. Given the variety of terminology used for e-learning, this definition includes other related terms—“Information and communication technologies (ICT),” “technology integration in education,” “Web-based distributed learning,” “electronic/digital learning tools/objects” and “technology-based learning.”

About this report

Recognizing the potential of e-learning, and to increase both the understanding of the benefits and challenges of e-learning for police, and to improve responses to the increasing demand for skills and training, this report was commissioned by the Police Sector Council and the Canadian Police Knowledge Network.

E-learning is a vast and growing field; it should be noted that this report offers only a brief snapshot of the available evidence. It is also not an exhaustive listing of what all police services are currently doing.

This report is also part of a larger effort to understand ‘The State of Learning in Canadian Policing’ - which attempts to provide an overview of the education and training of police and provide a baseline assessment of how well Canadian police are equipped to meet the demands of the future - providing greater evidence-based research to support effective decision making on the future development and delivery of police learning. Understanding e-learning in policing is integral to this larger project.

THE STATE OF E-LEARNING IN CANADIAN POLICING

SECTION 1

This section provides an overview of e-learning more generally and draws on available information from a wide range of sources including: OECD; Statistics Canada; Canadian federal and provincial government documents and websites; material derived directly from the Canadian Council on Learning; and academic and professional journals/publications and articles.

SECTION 1 - OVERVIEW OF E-LEARNING

Technological Transformation of Everyday Life

"In 2008, the digital world is both ordinary—it affects all aspects of our lives—and extraordinary—it offers revolutionary possibilities in all areas."

—New Zealand Government, Digital Strategy 2.0 (2008)

Over the past two decades, information and communication technologies (ICTs) have become pervasive features of modern society and essential tools for business.¹ Transforming both the way we work and live.

Organizations and employers are increasingly reliant on various technologies to carry out their day-to-day business activities. Demand has also increased for highly-educated personnel who can advance research and innovation and respond to the needs of a knowledge-based economy.

Households, too, have become more reliant on ICTs—computers, cell phones and the internet—for day-to-day activities such as entertainment and shopping, paying bills and searching for information.²

Studies have suggested that consumer demand for ICTs—such as those mentioned above as well as MP3 players, hand-held gaming devices, laptop PCs and other technologies³—will continue to increase. Studies have also illustrated the entrenchment of ICTs, confirming that despite a tight economic market, consumers consider the internet and cell phones essential for everyday life. In fact, consumers are unwilling to reduce their spending on these items and will first consider cutting spending on other "essentials."⁴

However, whether at work, home or in school, these technologies have dramatically altered our daily routines.⁵ Statistics Canada (2005) notes, "The widespread diffusion of information and communications technologies (ICTs) has been a source of change on many fronts."⁶

The Government of Canada's most recent consultation paper *Improving Canada's Digital Advantage* (2010)⁷ emphasizes, "The entire workforce, from highly skilled scientists to production line workers, is increasingly affected by rapid changes in the use of digital technology in the workplace"

Digital skills and technologies have been identified by the federal government as of high priority and importance to securing Canada's long term success. Recently a public consultation has been announced on how to improve the digital skills of individuals and increase the use of new technologies by employers and organizations as technological change continuous to transform how we live and work.⁸

Technology and Policing

There is no doubt that technology is firmly entrenched in the delivery of police services in Canada. To carry out day-to-day operations, services, agencies, officers and policing-related organizations are reliant on the use and availability of a wide range of technologies including: electronic databases—driver and vehicle information, missing persons alerts, data on unsolved crimes; electronic speed radar guns; computer crime mapping, mobile laptop computers; portable crime scene technology; mobile evidence cataloguing technologies; advanced GPS tracking systems; digital photos/videos and radio frequencies to coordinate first responders; and sophisticated surveillance systems.

Increasingly, police services are also using technology to handle a wide range of training requirements for new recruits and to increase the availability of training options for existing personnel. See Section 4 of this report for more information.

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 1: Overview of E-learning

New Economy, New Forms of Learning

Changes in economic and social conditions have included advances in information and communication technologies, globalization of economic activity, greater personal responsibility, and autonomy in all aspects of life.

Change obliges organizations, institutions and workers to adapt. The unrelenting velocity of change means that many of our skills have a shorter shelf-life, and much of our learning will need to take place outside of traditional learning environments.⁹

Change has also affected the ways in which we learn and teach. More new learning technologies such as internet-based courses and tutorials are becoming available for individuals enrolled in formal education and training.¹⁰

Information and communication technologies (ICTs) bring advantages to the learning process—more access to learning; better allocation of teaching resources; shared learning content; deeper learning; and a social component to learning.¹¹

According to a recent study by Hay Group (2007), many organizations are shifting away from traditional, trainer-led, classroom style learning and are beginning to realize the efficiencies and value of e-learning.

Numerous noteworthy studies have illustrated the importance and benefits of technology as a way to equip learners for the future. One survey estimates that 60% of organizations are now using some combination of virtual classroom tools.¹²

Because the use of technology to learn or ‘e-learning’, provides needed flexibility—any time, any place, and quality contextual training content—it is recognized as a fundamental training tool for most workplaces.¹³

Arguably, using technology to learn also equips learners with valuable ICT skills—as the Irish Information Society (2000) notes, ICT skills are an integral part of an emerging concept of literacy and involve distinct skill sets and associated workplace competencies.¹⁴

These skills are often referred to as *foundation skills* because they are required across a range of activities and are the base upon which other skills are built.^{15,16} In short, ICT skills are necessary for participation in society, the workplace and in the home.

Most students today are well accustomed to using a computer and internet technologies.¹⁷ Students entering our colleges and universities today are younger than the microcomputer, are more comfortable working on a keyboard than writing in a spiral notebook and are happier reading from a computer screen than from paper in hand.¹⁸

Online learning, however, is still a relatively new approach in higher education and training. The available research suggests that the learning potential is significant and can provide one solution to the growing demand for post-secondary education (PSE) and skills and training.

There is only limited data at this time to track the growth of e-learning in Canada—in part due to the difficulties associated with measurement. However, it does appear to be slowly gaining momentum as evidenced by the increasing visibility of on-line courses and programs in Canada.

“Change is all around us. Products change, customers change, process and policies change. We are put on a new team, we are entering new markets, and we have set new goals.

In all parts of our daily professional lives change surrounds us. In order for us to cope with that change, we need to be willing and able to change. And learning is a key component in developing that ability.

Continuous learning is an attitude and a set of behaviors that allow us to succeed in our ever-changing environment, and is the best lever we have to turn who we are today into who we want to be tomorrow. Change requires learning and conversely, there is no learning without change”.
(Eikenberry 2008)

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 1: Overview of E-learning

Data available on U.S. institutions, according to a recent study in 2008, indicate online enrolments in the U.S. have continued to grow at rates far in excess of the total higher education student population, with the most recent data demonstrating no signs of slowing.

Online enrolments have seen steady growth, as has the number of institutions with online program offerings. This growth is not concentrated in a few discipline areas; it is seen across almost all disciplines. Institutions that offer programs traditionally tailored to serve working adults are the most positive about the enrolment growth, driven by rising demand for skills and training.¹⁹

Workplace Basic Skills

The Conference Board of Canada notes that workplace basic skills include:²⁰

- using computers, technology, tools and information systems effectively;
- understanding and ability to use prose (e.g., reports, letters, and equipment manuals);
- communicating effectively;
- understanding and ability to use documents (e.g., safety instructions, assembly directions, maps);
- understanding and ability to use numbers by themselves, or with charts and tables;
- thinking critically and acting logically to solve problems and make decisions;
- ability to build and work in teams;
- positive attitude toward change; and
- willingness and ability to learn for life.

Many Forms of E-Learning

E-learning can take many forms and, as the OECD notes, can include a range of online applications, including:

- *Web-dependent:* Students use the internet for key “active” elements of the program—online discussions, assessment and project/collaborative work—but without significant reduction in classroom time.
- *Web-supplemented:* This could include online components such as course outlines, lecture notes, use of e-mail, and links to external online resources.
- *Mixed-mode:* Students are required to participate in online activities such as discussions, assessment and project/collaborative work, as part of course work. These online activities partially replace face-to-face teaching/learning. Campus attendance remains significant to the course.
- *Fully online:* Students can follow courses offered in one location from another town, country or time zone.

Technology in Workplace Training

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 contexts or in online learning environments.²¹

E-learning can provide employees with a wide range of skills—from technical to administrative and management skills. In particular, e-learning is appropriate for literacy and essential skills training. E-learning can help officers acquire new knowledge and to renew or adapt previously acquired skills; enabling workers to contribute fully to enhanced productivity and innovation.

As a 2003 Human Resources and Social (now Skills) Development Canada report points out, “in terms of corporate training budgets, there has been significant growth for the use of learning technology.”²² Most e-learning is web-enabled rather than delivered by CD.²³

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 1: Overview of E-learning

However, many organizations are still grappling with the high drop-out rates that result from this kind of self-directed learning, and traditional training still plays the most significant role in formal education offerings.

As a report by the Society of Human Resource Management, discusses e-learning has become an important element in staff development strategies, particularly in terms of its potential for cost effectiveness, its ability to blend easily with other forms of learning and training and can lessen reliance on classroom delivery.²⁴

Other recent studies have documented that computer-based training is a low cost way to augment training, particularly for smaller services and 24/7 workforces.²⁵

Research findings indicate a number of benefits for the workplace:^{26, 27}

- employee control over learning
- cost-effectiveness;
- the ability to reach more employees in different locations;
- “just-in-time” learning;
- flexibility (it can be used at any time, anywhere);
- relevant learning;
- reduced travel costs;
- employees can train “on-site”—where and when appropriate; and
- more efficient and more effective delivery of training content.

For police services, “just-in-time” learning is particularly critical, enabling employees to integrate individual learning with organizational needs, and providing employees with the knowledge and skills they need, when they need them. Rather than enrol in full courses, employees can receive modules of information relevant to their specific needs.

Training systems can be designed to align with equipment and technologies that are already part of the organizational process and can be built into the employees’ work program.

Use of ICTs—particularly the internet—substantially increases the knowledge and information available to us, and as studies suggest, increases access to education, learning and employment opportunities.²⁸

The OECD notes that information and communication technology has become “a ubiquitous part of our lives in OECD countries. Enabling information sharing and communication, it is of central relevance for education.”²⁹

The role of technology in learning, however, is considerably more complex than simply assuming that access to ICTs will automatically result in learning. Undoubtedly individuals also need support on these technologies and require specific skills to use them effectively.

E-Learning Stakeholders

Effective use of e-learning addresses the varying interests, motivations, concerns and demands of stakeholders.

When all stakeholders “fulfil their responsibilities to create effective and meaningful e-learning experiences, positive outcomes extend beyond success in specific courses and programs to facilitate learning and discovery.”³⁰

Each stakeholder group has an important role to play in enhancing the overall learning experience.³¹

- *Students and instructors should participate as proactively as possible, provide feedback to improve future experiences, and communicate the learning possibilities that e-learning creates.*
 - *Institutions should provide the technical infrastructure and support needed to enable comprehensive solutions.*
 - *Content and technology providers should provide high-quality, practical solutions that consider learning principles.*
 - *Accreditation bodies should provide and enforce clear guidelines for this new form of learning delivery.*
 - *Employers need to recognize the validity of this form of education, and work with other stakeholders to ensure that graduates’ skills meet the needs of the job market.*
-

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 1: Overview of E-learning

Challenges and Limitations of E-Learning

Despite widespread agreement that e-learning holds tremendous promise, the growth of e-learning has not significantly altered the way in which Canada's institutions organize or deliver learning. As the OECD reported in 2005, "e-learning has not really revolutionized learning and teaching to date. Far-reaching, novel ways of teaching and learning, facilitated by ICTs, remain nascent or still to be invented."³²

New approaches are not viewed as a panacea. In a 2006 survey,³³ only 2% of organizations rated e-learning as the most effective learning method.

E-learning may be practical, but there are other more acceptable alternate strategies including coaching or mentoring, job rotation and more formal on-the-job training.

And, while informal learning is not monitored or tracked by most organizations, respondents in one survey indicated that 56% of all learning occurs informally in their workplace.³⁴

E-learning has not become a standard feature of employee training. Various surveys show that by 2005, the percentage of workplace training delivered online ranged from 15% to 20%.³⁵

Although, a 2003 Conference Board of Canada study of 570 employers suggested that approximately 77% of employers surveyed were using some form of e-learning to deliver training to their employees, most of these employers cited "just-in-time learning" as the key benefit associated with e-learning.

The report also noted that e-learning accounted for only a small percentage of respondent organizations' total training efforts. For 37% of respondents, e-learning represented 1–5% of their total training effort; for 24%, 6–15% of training effort; and for 12% of respondents, e-learning was not used.³⁶

Several limitations have been cited and challenges remain:

- lack of empirical data related to learning and training outcomes, particularly longitudinal data;
- difficulties with measurement due to the often blended nature of the learning tool;
- resistance by management, faculty and students;
- varying levels of adoption; varying levels of technological expertise and comfort for learners;
- technological challenges such as quality control and accessibility of learning materials and resources;
- low levels of collaboration across and among organizations (similarly the case among police services) are resulting in the duplication of efforts and in unnecessary costs;
- lack of analysis/understanding on the return on investment (ROI) related to e-learning investments.

Although there are generally favourable conclusions from: Canadian primary research, international literature reviews, policy documents, media reports and practitioner publications, a closer examination of the evidence paints a more mixed picture.

In Canada, there is a lack of experimental and quasi-experimental evidence that would allow unambiguous conclusions to be drawn about e-learning as an effective learning tool.³⁷ As well, most of the studies conducted are qualitative in nature and are not specific to policing.

Of those that do exist, most were conducted in the U.S. Several studies have noted the lack of methodologically rigorous evidence of e-learning's effectiveness in promoting achievement, motivation, and meta-cognitive learning, and in facilitating instruction in content areas.

Student academic achievement does not improve simply as a result of having access to computers in the classroom: concurrent changes to instruction are also needed.³⁸

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 1: Overview of E-learning

In more recently studies there is more evidence to suggest that technology does positively impact learning outcomes.

As an analysis of the effects of computer technology on student achievement outcomes, conducted in 2009 observed, there is a small to moderate average effect in favor of technology versus no technology classrooms.³⁹ Another 2009 study found a positive effect on learning when highly technology-saturated classrooms were compared to those with less technology saturation.⁴⁰

In 2009, a US Department of Education systematic examination of the literature from research conducted from 1996 through July 2008, identified more than a thousand empirical studies of online learning, and concluded that on average, students in online learning conditions performed better than those receiving face-to-face instruction.⁴¹

Despite these mixed results, most learners when questioned report a preference to learning with technology, and although student satisfaction surveys contain limited evidence, they suggest that e-learning has positively affected the quality of both teaching and learning.

ICTs have altered the overall learning experience of students by easing the time and space constraints and by providing easier access to information and materials—a result not to be downplayed.

Measuring Digital Skills Internationally

The Organisation for Economic Co-operation and Development (OECD) intends to gather information globally on digital skills. The Programme for the International Assessment of Adult Competencies (PIAAC) survey will be conducted in 2011 to assess how adults of working age are able to apply their technological competence in workplace and social situations.

Source: Organisation for Economic Co-operation and Development, Programme for the International Assessment of Adult Competencies, 2010.

Some aspects of e-learning are also better utilized than others. For example, some studies have suggested that certain students are reluctant to use chat rooms and discussion groups. The difficulty in getting students to participate in electronic discussion forums is also highlighted in a 2004 U.K. report, which suggested several reasons for such low participation rates:⁴²

- students do not want their thoughts to be publicly exposed and subjected to criticism.
- any contribution made is permanent and cannot be justified nor explained immediately as in a face-to-face interaction.
- student contribution may be misinterpreted without the opportunity to justify reasoning.
- students do not want to look stupid if their answer is wrong.
- students are reluctant to criticize their peers.

To continue to improve the overall learning experience, there are a number of factors that should be considered:⁴³

- Not all students possess the same level of comfort. There are substantial and identifiable differences between learners who were raised with digital technologies (“Netgens”) and those who were not.
- Recognition that e-learning may create an imbalance between the development of computer skills and the fostering of essential academic and thinking skills.
- Technological problems such as failed equipment or poorly functioning software could also erode the interest and motivation to learn.
- Learners need specific skills, such as computer literacy, information literacy and general literacy, to use ICTs effectively.
- Acknowledgment of learner diversity (cognitive, cultural, social, economic) and the need for flexible and accessible content.

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 1: Overview of E-learning

- Quality assurance is critical—to ensure an optimal match between sound teaching theory, learners' needs and the design of technology.
- Professional development is necessary to ensure that teaching professionals have adequate understanding and technical support.
- Resource-sharing can facilitate the learning experience, but can also raise concerns about issues of intellectual property protection and copyright.

Increasing Success in E-learning

E-learning seems to be most successful—in terms of completions—with the use of content that is either required or linked to an external incentive such as certification.

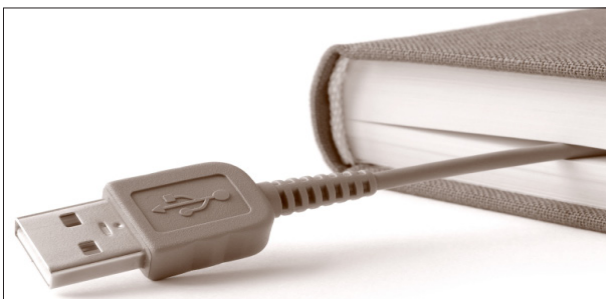
As a supplement and not a replacement to traditional teaching methods, e-learning can enhance the potential of many learning environments.

In schools, tools like electronic portfolios⁴⁴ can enable students to receive considerably more feedback on projects and can help them learn how to self-assess their learning and skills accurately.

Instructors in most colleges and universities routinely use course management systems (CMS) to post syllabi, assignments and lecture notes, and to continue discussions with students between class sessions.

As an alternative to exclusively e-learning, many workplace organizations have adopted a blended approach—a combination of online and in-class instruction.⁴⁵

Virtual classrooms, which provide for live instruction without the travel, are also proving popular.⁴⁶



Alberta's Investigative Skills Education Program (ISEP)

The choice of online learning as a component of the Investigative Skills Education Program provided solutions to a number of challenges related to delivering a province-wide education program. The online material was completed prior to classroom instruction, providing officers throughout Alberta with a uniform base knowledge before they entered the classroom. Delivery of this pre-course instruction via online learning also reduced the number of hours each officer spent in the classroom. As well, delivery of the program via blended learning reduced geographical boundaries.

Source: Carol L Glasgow and Cheryl L Lepatski (EPS), "Investigative Skills Education Program: Innovation in Police Education", Interpol International Police Training Journal, Issue 1 (July 2010).

Available at: www.interpol.int/Public/ICPO/corefunctions/journal03.pdf

The Ontario Police Video Training Alliance (OPTVA)

The Ontario Police Video Training Alliance (OPTVA) is an organization that meets the needs of Ontario's police training community. OPTVA partners with the Advanced Patrol Training Unit at the Ontario Police College to provide training packages and videos for use by police services across Ontario.

The OPVTA online learning portal is available via the Canadian Police Knowledge Network (CPKN). It enables OPVTA members to access OPVTA training videos, supplements and other resources 24/7 in a secure online environment. Though part of CPKN's Learning Management System (LMS), the OPVTA portal is only accessible to OPVTA members. This new delivery model will provide members with a range of benefits to enhance in-service training at no additional cost.

Available at www.opvta.com

THE STATE OF E-LEARNING IN CANADIAN POLICING

SECTION 2 - THE CURRENT STATE OF E-LEARNING IN CANADIAN POLICING

In the last 10 years, there has been remarkable growth in the penetration and use of technologies such as the personal computer, broadband internet and mobile phones.

As the demand for skills and learning increased and in effort to contain costs and deal with limited resources, many employers in Canada sought alternative forms of learning and training.

The situation in policing was no different. In response to HRSDC's (2000) study of the policing sector and a call for "an internet-based learning resource accessible to police across Canada that would enable just-in-time learning" siloed efforts were made to establish e-learning courses.

Many of the larger police services undertook to supplement the traditional classroom training with e-learning on a wide variety of subjects. The early efforts focussed on converting classroom lessons to the electronic media and were long, text-based courses with little interactivity or use of "new media."

The first attempt at a more "national" approach to e-learning for the policing community began in 2003. Holland College received financial support from the Atlantic Canada Opportunities Agency (ACOA) Atlantic Innovation Fund (AIF) for the establishment of the Justice Knowledge Network (JKN). Initially, JKN was identified as a commercialized R&D project. While JKN was building relationships and demonstrating results, it encountered a group within the Canadian policing community who was also interested in the provision of e-learning for a broader police audience. Both groups realized success would be more likely with a combined effort and agreed to form the not-for-profit CPKN.

CPKN was officially launched in October 2004 and offered 6 courses and a small selection of performance support tools. Initially uptake by learners was low, in part due to the relatively new occurrence of both e-learning and CPKN. Most services preferred to offer traditional forms of learning and training, and were unsure of the relevance of the e-learning courses available and the return on investment.

Recognizing the important role that technology would play in the future, the Police Sector Council in 2006 developed a partnership agreement with CPKN to develop "nationally relevant" e-learning curriculum of interest to the policing sector. Government (Sector Council Program, HRSDC) funding was secured to develop, translate and deliver 4 courses identified as being of value to the broadest range of the policing community. The first course was a 2 hour course on the access and use of the "narrative and query" function of the Canadian Police Information System (CPIC) that replaced expensive and in-effective cross-Canada CPIC training.

Since then, the Sector Council and CPKN have partnered on 14 pieces of curriculum through a course identification and development process that involves trainers from across the country and is sanctioned by the Board of Directors of the Canadian Association of Chiefs of Police. The results over 48,000 police learners have accessed and completed CPKN e-learning from their home or workplace and satisfaction levels in the learning option has been consistently high.

The Technology Adoption Lifecycle

Each new technological era entails a period of adjustment and new ways of thinking, but the potential benefits are well worth the effort and commitment required to meet the demands of everyday policing. However, adoption of new technologies take time and can considerably vary by group.

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 2: The Current State of E-learning in Canadian Policing

In fact, the use of e-learning in the Canadian policing sector conforms to the well-documented theories of how organization change and adapt to disruptive technologies. Despite the significant amount of e-learning generated and in use by the larger police services; and, in the past 5 years, through the focus provided by the Canadian Police Knowledge Network, the current state of e-learning in Canadian Policing is still “early days”

We can reference what Moore notes in his book ‘Crossing the Chasm’ (1991/1999), the Technology Adoption Lifecycle (TAL). It is a model that charts the development of technology markets according to the characteristics of the adopter groups. There are four distinct groups defined on the lifecycle curve. These groups are:

1. Innovators - enthusiasts
2. Early Adopters - vision to seize an opportunity
3. Pragmatists - early Majority, beginning of mass market; and Late Majority, buy reluctantly and do not expect to like the results
4. Traditionalists - engage only to block progress

In addition to adopter groups the TAL defines the time gap between adoption by the Early Adopters and adoption by the Pragmatists as the “Chasm.” Once the chasm point is reached, a distinct change in the approach to the market is required in order to capture the market.

In this vein, e-learning can be considered as a new “technology” for discussion purposes. It is a relatively new concept (past decade) in the Canadian policing community. Based on the findings of this report, the progress of e-learning made in Canadian policing is trending upward, but there is a long way to go before every officer in Canada is at his/her computer every day getting some “just-in-time” learning to improve their work methods and productivity.

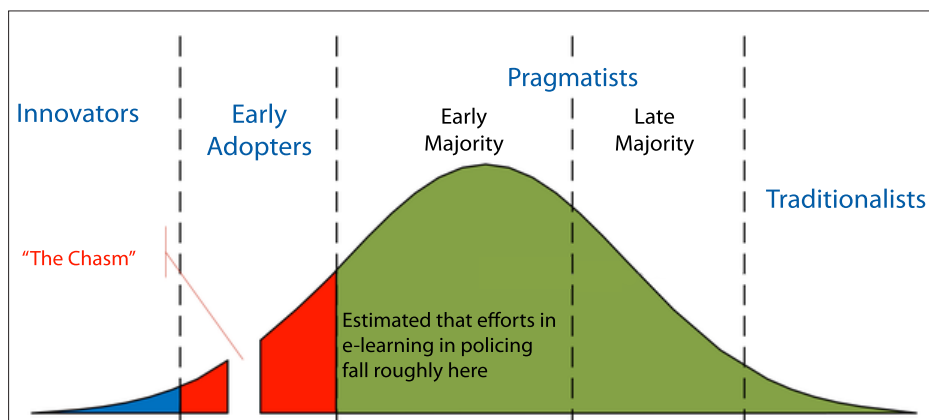
Adoption of e-learning in Canadian Policing

Considerable progress has been made in the application and use of e-learning by police services. However, there are still many in the policing community that have not enrolled in an e-learning course or program, leaving an untapped potential.

There are approximately 90,000 potential learners, of which only roughly half have participated in one e-learning activity, despite significant efforts to reduce the obstacles—cost of course, availability, access, etc.

The problem in trying to assess the “current state of e-learning” is much like trying to assess the progress of changing the engine of a 747 while it is in flight. There is a whole lot going on and not much effort is being expended to document the progress.

Adoption of e-learning in Canadian Policing



Source: Geoffrey Moore, *Crossing the Chasm: Marketing and Selling High-Tech Products to Mainstream Customers* (1991, revised 1999). Image adapted from en.wikipedia.org/wiki/File:Technology-Adoption-Lifecycle.png

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 2: The Current State of E-learning in Canadian Policing

Much of the information is anecdotal in nature. We know in general that organizations like the RCMP, JIBC, Toronto PS, Durham regional, Edmonton and Calgary (see *appendix 1 for the more complete list of e-learning courses and content developers*) have had e-learning developers and productions shops “in-house” for a number of years. But there is very little evidence as to whether the organizations employees see value in these courses, the relative level of successes in the delivery of e-learning, and more importantly whether the provision of these courses has changed the effectiveness and behaviours of individual police officers in the communities they serve.

What this tells us is that there is a real need to solicit input from these “players,” and to help them constructively evaluate the impact of their efforts and the changes that are evolving—it might be very surprising what emerges. This is what the Police Sector Council, and Board of the CPKN has undertaken to do - increased research and activities focused on the evaluation of e-learning from a number of different perspectives - not just the satisfaction of learners with the course content and delivery methods, but a practical assessment of the level of change in operational competency as a result of the learning acquired.

What is now known is that the adoption process—the “adoption curve”—is slow, but has increasingly been gaining speed. The focus on e-learning in the past 5 years by organizations like the Sector Council funding “nationally relevant e-learning” and the CPKN approach of leveraging practitioners and content experts in various police service to contribute to the development of courses for all police services has had an impact. In 2009 the Board of Directors of the Canadian Association of Chiefs of Police assessed the CPKN/Sector council e-learning efforts, sanctioned the approach and enabled the CACP HR sub-committee to provide a review and approval role for courses that would be available to all police officers nationally. This has been one of the significant “pushes” to help bridge the adoption “chasm.”

There are other signs of progress. Other services have leveraged CPKN for a portal through which they get branding and Learner Management System (LMS) functionality - reporting/registration/service messaging/user management— without having to incur the cost of having to administer and manage their own system. Toronto, Vancouver PD, Abbotsford, York and Peel have taken this approach.

This recognition of the efficiencies and effectiveness to be gained across the policing sector through better collaboration/coordination increased skills for police officers at reduced costs and that is a strong message that needs to be communicated well across the sector to help bridge the “chasm.”

There are lots of these kinds of success stories, that can be documented to create a better picture of the “current state of e-learning,” but as has been identified earlier and will be flagged later in this paper, there is a need for a strategy and a plan at the national level.

Perspectives from the Field

“One of the biggest challenges is the effort that goes into maintenance. Content must reflect the current state of affairs since content can be challenged in a court of law. We have 150 online products and trying to keep up with content, policy and legislative changes, is quite a challenge when you combine this with the normal day-to-day development requests”

“E-learning is a great way to standardize some aspects of training—but without common policies to support performance the proliferation of e-learning will continue to be an uphill battle”

“Training must be defensible, effective and accessible. Cops shouldn’t build training by themselves—police SME’s are critical and integral to the process but there must be educational specialists to assist and create the structure for the training—especially critical in eLearning development”

THE STATE OF E-LEARNING IN CANADIAN POLICING

SECTION 3

This section highlights a few select international exemplars that have initiated efforts to use e-learning in a variety of ways to support training within police services.

There are many other examples where considerable effort is being made to increase the use of e-learning within Canadian police services.

While this list is not exhaustive, this report includes a number of exemplars to demonstrate the scope of e-learning activities across Canada.

SECTION 3 - NATIONAL AND INTERNATIONAL EFFORTS TO INCREASE E-LEARNING

The potential of e-learning to contribute to training objectives and plans has motivated a number of services and agencies to develop strategic e-learning policy frameworks that foster collaboration and co-operation. The following includes a national and select international policing examples.

National Efforts in E-Learning

The Canadian Police Knowledge Network

The Canadian Police Knowledge Network (CPKN), a not-for-profit organization, is Canada's leading provider of online training solutions for police officers. Working with subject matter experts from police training academies and police services across Canada, CPKN delivers highly effective, economical, and engaging e-learning courses to meet the needs of police services.

CPKN brought its first series of courses to the police community when it launched its national training portal in October 2004. In 2005, following CPKN's incorporation as a non-for-profit entity, an Advisory Board and a Board of Directors, consisting primarily of senior police executives, were established to provide governance for the organization. CPKN currently offers more than 45 courses/learning resources, including 18 French language titles

Since September 2009, CPKN has launched 6 new courses:

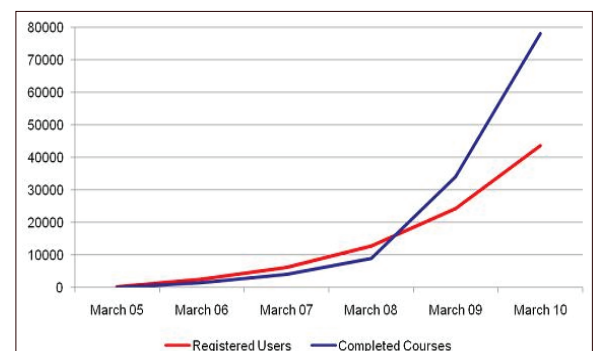
- Preventing Officer Involved Collisions
- Critical Incident Stress Management
- Evidence-based, Risk-focused Domestic Violence Investigations
- Threats to School Safety
- Introduction to Human Sources
- Forensic DNA Evidence
- RADAR Refresher Training: Stationary and Stationary/Moving
- Excited Delirium Syndrome

CPKN has spent a significant amount of time educating police organizations about CPKN and e-learning in general. This has served to raise the profile of CPKN in the policing community to the point where the majority of police organizations in Canada are aware of CPKN and what it offers. CPKN's user base has steadily expanded with exponential growth seen in the last two years. This growth has seen CPKN begin to reach large portions of the market, but much work remains to capitalize on the full potential in the market.

The chart below represents the historical user growth in terms of registered users and completed courses. Surveys of course participants have suggested that 84% of CPKN users believe they will be more effective in their job as a result of taking a course; and 88% report that they would recommend a CPKN course to their colleagues. At present, more than 48,000 individuals are registered to the CPKN portal; and more than 80,000 course events have been successfully completed. An additional 18,000 are registered to other organization specific portals on CPKN's LMS.

Current data from CPKN indicates that to date, more than 68,444 CPKN courses have been successfully completed by learners from across Canada. In June 2010, there were approximately 50,000 active users registered across 10 portals.

CPKN: Registered Users and Completed Courses



Source: CPKN 2010

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 3: National and International Efforts to Increase E-learning

International Efforts in E-Learning

1. *The Law Enforcement Training Network - U.S.*

Since 1989, CiNet's Law Enforcement Training Network (LETN) has been a partner to national law enforcement services by delivering officer training solutions that help to retain personnel, reduce training costs, improve performance and ultimately save lives.

LETN's online courses serve every discipline within a law enforcement agency and depict real-life incidents analyzed by leading experts, increasing engagement, retention and results. Police officers have access to one of the largest libraries of law enforcement training videos in the industry, and the ability to develop customized curricula designed for specific job functions.

Agencies and departments can either upload officer training courses to their learning management system or take advantage of hosted delivery through LETN's CiNow integrated online learning solution. Either way, personnel are getting access to the right information when they need it.

LETN's law enforcement training courses can also be used in conjunction with hands-on training, creating a comprehensive and effective blended learning approach.

(Available at: www.letn.com)

2. *The Online Police Academy - U.S.*

For over ten years the Online Police Academy has provided America's law enforcement professionals with authoritative and engaging distance learning opportunities—from "Perspectives on Terrorism" to "Violence on School Campuses".

Featuring courses written by recognized experts in their field, each of the instructors either conducts courses in resident universities, professional training facilities, state certified police academies, or is a department training office. OPA is sponsored by the American Association of Police Officers.

(Available at: www.onlinepoliceacademy.org)

3. *The European Police College*

CEPOL is a European Union (EU) Agency, established in 2005 with a mission to bring together senior police officers from police forces in Europe—essentially to support the development of a network—and encourage cross-border cooperation in the fight against crime, public security and law and order by organising training activities and research findings.

CEPOL's Common Curricula provides support for police training on specific subjects with a European dimension. Member States can then use CEPOL recommendations within their national police training programs according to their individual needs.

The Common Curricula also provide the basic ideas and elements for CEPOL's courses and seminars. The subjects of the Common Curricula are determined by the Governing Board and are in line with the priorities outlined at a European level (European Commission, Council of the European Union, European Parliament, Chief of Police Task Force, etc.).

E-learning has vast potential and is considered by the EU to be a valuable learning approach, and particularly suited to the training needs of police personnel. With a potential target group of about 200,000 senior police officers, geographically spread all over the EU, e-learning is to be incorporated into the provision of training for EU officers.

(Available at: www.cepoleuropa.eu)

4. *INTERPOL - France*

In 2009, INTERPOL launched the INTERPOL Global Learning Centre (IGLC), a web-based learning platform that allows member countries to share knowledge, expertise, best practices, and training (including e-learning).

In 2010, INTERPOL made available the Firearms Identification for Law Enforcement (FILE) e-course to law enforcement agencies around the globe as part of its online training program.

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 3: National and International Efforts to Increase E-learning

The course is an adaptation of Firearms Identification for Public Agents, which was originally developed by CPKN in 2008 in collaboration with the RCMP's Canadian Firearms Program.

FILE will be added to the IGLC e-learning catalogue to provide foundational knowledge for gathering firearms intelligence to prevent and solve firearms related crimes. Licensed for a five year term, FILE will be available to all INTERPOL National Central Bureaus via I-24/7, INTERPOL's secure global police communications system. The course will be offered in English, French, and Spanish.

The CPKN course was designed to instruct Canadian law enforcement personnel on the language of firearms identification and how to identify most firearms, CPKN has worked with INTERPOL to customize this course to train personnel in the effective use of the INTERPOL Firearms Reference Table (IFRT), a web-based system that helps investigators identify and trace the origins of firearms used in criminal activity.

Headquartered in Lyon, France, INTERPOL is the world's largest international police organization. With 188 member countries, it facilitates cross-border police co-operation, and supports and assists all organizations, authorities and services in their mission to prevent and combat international crime. (Available at: www.cpkn.ca/news_e.html)

5. National Center for Applied Learning and Technology (NCALT) - UK

The Center hosts the National E-Learning Database (NED) and lists e-learning currently in development by NCALT and by the police forces.

NCALT produces e-learning of the highest quality to meet the learning needs of the Police Service and the wider justice community. NED's objective is to encourage collaboration and to avoid duplication. During production, they work closely with operational police officers and subject matter experts and use the latest advances in learning design and technology.

National e-learning programmes are identified and prioritised by the ACPO National Learning Requirement, the NCALT Programme Board and the Home Office.

These programmes reflect community consultation and subject matter expertise. They are reviewed to ensure legal, health and safety and race and diversity compliance.

The e-learning may be 'stand alone' or used as part of a blended learning solution. It can be developed for national or for local use.

(Available at: www.ncalt.com)



Source: www.ncalt.com/about_us/e_learning.asp

OPP Campaign to Reduce Officer-Involved Collisions

Recognizing an opportunity, the OPP has partnered with the Canadian Police Knowledge Network (CPKN) to develop the Preventing Officer Involved Collisions e-learning module. Traditional driver training focuses on improving physical skills behind the wheel such as emergency braking, skid control and "shuffle steering". The vast majority of officers already know how to drive as it is a requirement of their employment. What some officers have difficulty managing are distractions and the overall risk associated with driving a police vehicle.

Recently retired Commissioner Julian Fantino, who spearheaded this initiative, indicated, "The module developed by CPKN is not intended to be a substitute for driver training. It is a terrific opportunity to get our best information to officers in an efficient manner. It is through this e-learning module that we hope to see better decisions behind the wheel. Better decisions means fewer crashes."

THE STATE OF E-LEARNING IN CANADIAN POLICING

SECTION 4 - CHALLENGES OF POLICING IN CANADA

While policing shares many similar challenges to other sectors of Canada's economy, demographic shifts, aging population and smaller entry youth cohort, it also faces a series of unique and complex challenges, as outlined below:

Recruitment and retention:

- according to a recent study of attitudes of Canadian youth toward a career in policing (Ipsos Reid 2009 and 2010) notes that less than 3 in 10 youth would consider a career in policing.
- careers in education, healthcare and the internet and high technology are however, of greater interest to youth in part because youth perceive these areas to offer greater opportunities.

Demographic shifts:

- the boomers and increasing numbers of post-boomers will retire over next decade.
- youth entry cohort is 'shrinking'.
- continued rise in the average age within the remaining workforce.
 - 40-50% of senior officers will retire in the next five years (Police Sector study 2005).
 - median age is expected to rise from 39-44 over the next 25 years.
 - potential shortages of qualified personnel, placing an upward pressure on wages.

Sustainable funding issues:

- financial pressures constrain investments in better HR management (Police Sector study 2005).

Constantly evolving workplace:

- complex and new demands on resources.
- crime increasingly sophisticated and technology enabled.

Increased calls for public accountability and safety:

- policing under increasingly and more sophisticated expectations of stakeholders
- new challenges requiring high degrees of accountability and professionalism. (Canadian Association of Chiefs of Police 2008)

Police Recruit Training

Recruit training for police officers in Canada varies by province and territory. The training may be delivered as either pre-or post-employment training depending on the province or organization. Recruits typically are required to participate between 12 and 24 weeks of theoretical and practical study in addition to a field practicum components, two to six weeks in duration.

Mandatory national training standards for police recruit training do not exist in Canada. However, in order for police officers to be qualified to work for police services and organizations across the country, equivalencies have been pursued within most federal, provincial and police agency training institutions. The equivalency process involves skill and ability tests and may also require further training on police service specifics and provincial policy and standards before officers are deployed.

In-service Training

Training for existing personnel, often referred to as police advanced programming or in-service training, is intended to build and refresh knowledge, skills and abilities developed throughout an officers length of service. It provides serving members with the opportunity to develop their skills and abilities in operational policing, specialty policing, and in police administration and management practices.

The majority of police advanced programming is delivered by federal or provincial policy training institutions or police agencies. Customized training may be provided through contracting private consultants with expertise in a specialized field, including investigating computer, internet and technology based crime.

Funding for programming is often provided by federal or provincial governments or through police services. Program selection and participation is typically co-ordinated by a Training Office within the police service.

Source: MyPolice.ca, Police Training in Canada. Available at: http://mypolice.ca/police_training/home.html (accessed July 9, 2010)

SECTION 4

This section explores the use of e-learning within Canadian policing including the benefits, challenges and limitations. It provides a brief selection of international exemplars and offers recommendations for moving forward. It draws on material available from the Police Sector Council, CPKN, Statistics Canada and numerous academic and professional journals.

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 4: Challenges of Policing in Canada

Police Resources in Canada

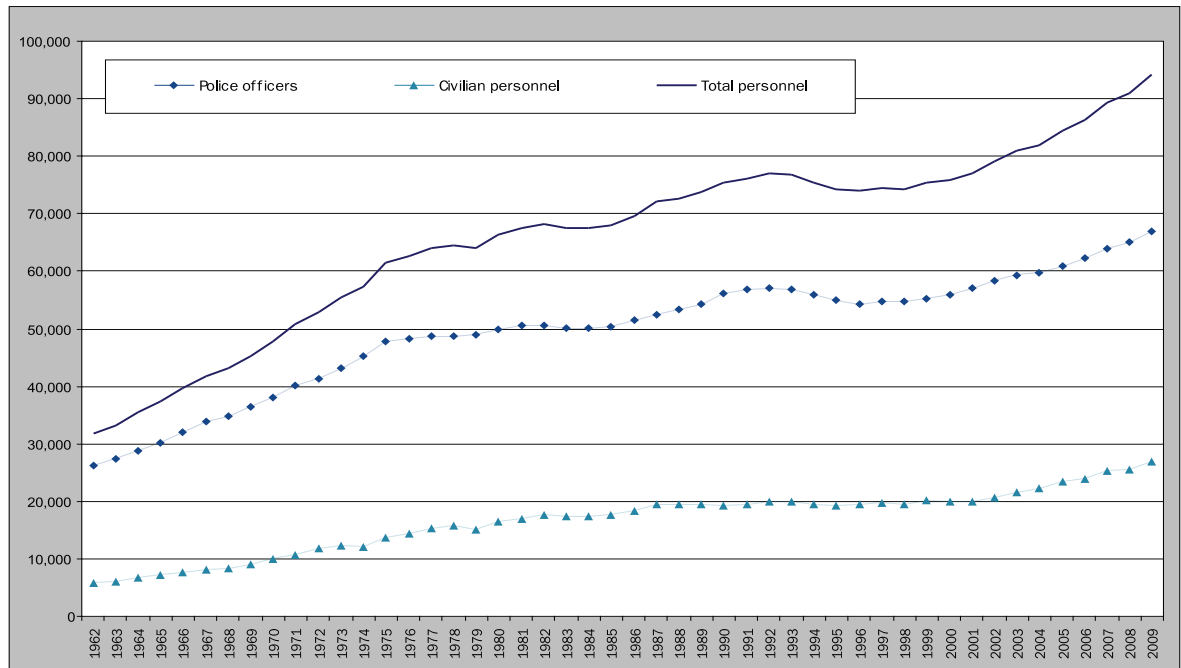
The number of police officers in Canada has increased steadily over the past decade, following a period of decline throughout the 1990's. In 2009, there were just over 67,000 active police officers, a rate of 199 officers per 100,000 population. An increase of 1.5% since 2008—the third largest annual increase in 30 years. In 2009, the number of officers per 100,000 population was 9% higher than a decade ago, but 4% lower than the peak in 1975.

Civilian personnel, such as clerks, dispatch officers and by-law enforcement officers, has increased over the past 10 years at a rate more than double that for police officers. In 2009, there were close to 27,000 civilian personnel, representing 29% of all policing personnel or a rate of 1 civilian per 2.5 police officers. Clerical support personnel represented the highest share of these employees (39%), followed by management professionals (28%), and communications and dispatch personnel (14%).

The increase in the number of officers nationally since 2008 (1,802) was due mainly to increases in Ontario (613), Alberta (465) and British Columbia (335).

Source: Statistics Canada. *Police Resources in Canada, 2009*. Statistics Canada Catalogue no. 85-225-X. (Ottawa: 2009)

Trends in Police Personnel, Canada, 1962–2009



Source: Statistics Canada. *Police Resources in Canada, 2009*. Statistics Canada Catalogue no. 85-225-X. (Ottawa: 2009)

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 4: Challenges of Policing in Canada

Training Challenges within Canadian Police Services

Training and development is the cornerstone of ensuring an effective and sustainable workforce. Training can impact workplace productivity, job performance and safety, improve job satisfaction and overall quality of life for individuals and their families.

According to the 2005 Sector Study survey findings, the top three issues of concern reported by police chiefs and HR leads were: recruitment; training; and motivation and productivity of employees.

Survey findings suggested relatively low satisfaction ratings in:

- recruiting for diversity
- performance measurement and management
- learning and development
- HR planning and information management

Larger services indicated that they provided all the mandated training but only a portion of the re-qualification training. Heavy emphasis is placed on police academies and colleges as providers of training.⁴⁷

As a 2005 Canadian Police Sector study urgently noted the training requirements were expanding:

“The workforce situation in policing is problematic, demographic change is relentless, and technological advancements have accelerated. The demands placed on public policing - for enhanced crime prevention in the community, for prompt and effective investigation, and socially-responsive enforcement has not abated, are growing more complex”.

More specifically, there are four areas of concern⁴⁸:

1. Financial pressures within the Canadian Police Services are constraining investments in better HR management and practices.

- recruitment training budgets under strain -higher attrition rates mean increased volumes
- police model –select first and then train extensively
- increasingly relying on pre-employment training through community colleges and universities
- education is expensive, no guarantee of employment
- no assurance of fit with appropriate demographic mix
- other sectors increasingly recognize the value of foundational post-secondary learning and build their basic training on this foundation

2. Large numbers of retiring workers over the next decade will place increased pressure on HR retention and recruitment.

- knowledge and experience “walking out the door”
- 100% of senior ranks of the Ottawa Police retire in next 10 years
- of the sworn officers taking their places, 2/3 have less than five years experience

3. Four distinct generations of officers bring challenges to existing models of training, recruitment and retention, with differing learning styles, perceptions and expectations.

- veterans, baby-boomers, generation X and Y
- each with varying needs, expectations and wants out of careers
- pension and benefits structures are geared to keeping officers within the same service
- limiting mobility and possibly the attractiveness of a policing career

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 4: Challenges of Policing in Canada

4. The unrelenting velocity of workplace skills and technological change means that many skills have a shorter shelf life, and much of our learning needs to take place outside of traditional schooling.

- policing today is about knowledge, wisdom, problem-solving and people skills
- these skills are more broadly applicable and more transferable than in the past.
- officers have higher education and more diverse previous experience at entry compared to previous generation
- new officers expect more rapid career progression
- generation Y presents a retention challenge/ skills transferable to and sought after in other occupations/profession

Exacerbating the situation is that most police services in Canada, or 66%, have less than 100 employees and have limited capacity to manage their own training requirements.

In fact, 37% have less than 25 employees, and have resource issues around training and professional development.

Composition of police services in Canada

Categorization by Service Size	No. of employees in service	No. of services in category
Very Large	>1000	15
Large	300 to 999	16
Medium	100 to 299	40
Small	25 to 99	60
Very Small	< 25	78
Total		209

Source: Police Sector Council

CPKN Hosts G20 Online Training Portal

Frontline officers assigned to general police duties during the G20 Summit completed a portion of their specialized training online via a secure CPKN learning portal.

In advance of the Summit, police personnel assigned to general frontline duties were provided with an intensive training curriculum. Depending on a member's assignment, a range of online and practical training sessions were available. An online training portal, hosted on CPKN's Learning Management System and managed by Toronto Police Service's Training College, was used to deliver a selection of training courses to officers throughout Ontario and across Canada.

The G20 Summit, which took place on June 26-27, 2010 in Toronto, was a forum for world leaders to work together to stabilize the financial system, coordinate national economic policies, and take action to build a future of sustainable and balanced economic growth. Due to the nature of the discussions, the G20 Summit was a highly controversial event that attracted tens of thousands of protesters and demonstrators. As such, security was a critical and extremely complex component of the conference. A highly trained force of law enforcement professionals was essential for success.

In the weeks leading up to the Toronto event, the online training model significantly streamlined the delivery of training for security operations. This was a fundamental aspect of security preparations that underpinned the ability of frontline personnel to create a safe environment for all during the G20 Summit.

Available at www.cpkn.ca



THE STATE OF E-LEARNING IN CANADIAN POLICING

SECTION 5 - USING TECHNOLOGY TO MEET TRAINING NEEDS

Over a decade ago, after a review of the police sector in Canada, and recognizing the importance and potential role that technology would play in the future, a call was made by HRSDC (2000)⁴⁹ to:

“Develop an internet-based learning resource accessible to police across Canada that would enable just-in-time learning. This learning resource should be appropriately funded so that financial barriers do not restrict access to content.”

There is evidence to suggest that today technology is playing a larger role in the provision of police training. Increasingly, police services are using technology to handle a wide range of training requirements for new recruits and to increase the availability of training options for existing personnel.

But technology has not yet achieved the anticipated impact on the way police services deliver training. Clearly the leadership of the Canadian Police Knowledge Network (CPKN) driving greater acceptance of the e-learning and blended learning options, and ensuring increased availability and accessibility of e-learning has been of great value.

But there is as yet little in the way of national planning or a collective vision for the scope and role of e-learning for the future of police training and education.

High quality, effective talent in policing will not just happen. It requires detailed understanding of the requirements, planning and analysis of the delivery methods and options, and most importantly, flexibility in the approaches to training—not just in the short term, but over the long term.

The Canadian Council on Learning (2009) cautions, most e-learning initiatives in Canada are short-term, sporadic and without sustainable funding—not a recipe for success.⁵⁰

In many sectors, and increasingly in policing, labour demand is shifting away from workers with lower skill levels to those with higher skills.

It is widely acknowledged that investment in human capital is the most important element for long-term economic security and prosperity. But as the level of skills and education rises in the population, so does the “bar,” higher levels are needed to maintain the same relative position.⁵¹

As policing becomes more “professionalized,” police services are tending to hire workers who are more highly educated to fill jobs that workers with less education once filled.⁵² Selecting suitable, high quality candidates is an issue in policing where HR professionals often have to sift through large numbers of applicants to find candidates with appropriate qualifications.

In policing as in other sectors, learning and training are critical investments to better prepare against an uncertain future. Policing has to evolve to meet the challenges of increased globalization - including rapid advancements in new technologies and demand for innovation, higher productivity and accountability.

There are increased pressures on police services for better human resource planning and management in the near future. Policing must respond effectively to the challenges of: an aging workforce, forecasted high attrition rates, a disengaged youth cohort, increasingly complex work environments requiring new and advanced skill sets, continuing labour and management tensions in some regions, and policy and operational environments evolving at a dramatic rate of change.⁵³

The decade ahead will require unrelenting focus on adequately replenishing a retiring cohort and retaining the knowledge and experience of mature employees attracted to new career opportunities. With a shrinking pool of available youth, there will be fewer qualified applicants to police organizations. Large numbers of women and ethnic minorities historically have not been interested in police work; media stereotypes of policing may be incorrectly influencing the expectations of candidates, and, physical fitness and high integrity requirements further shrink the potential pool.

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 5: Using Technology to Meet Police Training Needs

Rapidly changing work environments—new technology, new approaches to service delivery, and emerging criminality—increasingly driving demands for personnel with different skills sets and knowledge.

Today's modern policing techniques and changing demands for service, mean effective law enforcement must be executed through more non-traditional police activities, and requires officers who can respond to a broader range of issues and situations.

Modern police face issues that often exceed the capacity of a tenured and competent officer. Additionally, the lines of safety and security have blurred and merged, resulting in shifts in the mandate, structure and operations of police organizations. The cost of administering police organizations has risen dramatically. New technology, new police service delivery, and emerging types and scope of crime are resulting in new systemic and persevering demands for diverse and enhanced skills and knowledge.⁵⁴

Law enforcement personnel must confront increasingly complex social issues. Officers who can think critically in complex situations will better meet the challenges future, while those with limited training and little interest in problem resolution will become increasingly less effective.⁵⁵ Appropriate responses to such issues are impossible without adequate training in comprehensive community-based programs.⁵⁶

The public expects that law enforcement personnel will be community problem solvers and community partners. The pure law enforcement function is no longer the mainstay of policing. The public has come to expect better educated and more professional police officers.

Today, and into the foreseeable future, effective policing is going to cost more, be more time and resource consuming, more complex, will require new education and training for new skills and knowledge, and a continuous learning culture⁵⁷—compelling us to re-examine the effectiveness of current training approaches and to explore alternate modes of delivery.⁵⁸

Use of E-Learning: What Do We Know?

Adoption of E-Learning in Policing: Trend line Overview

- **2000 Sector Study:** noted emerging use of technology in training and barriers to the widespread adoption of e-learning evident (2005 HR study)
- **2005 Sector Study update:** increasing awareness and application of technology in training, infrastructure still poses barrier to widespread use, real difference -the degree to which individuals actively seek out learning on the web
- **Outlook for 2010:** increasing application of web technology across the range of talent management, learning more embedded in work, supporting/enhancing performance

Source: Police Sector Council

There is room for improvement.

Despite the fact that 79% of services indicated that they had formal training plans in place in 2005, (up from 66% reported in 2000), 10% of medium and smaller size services were unable to all deliver mandated training. Larger services, 20% indicated they did not have enough staff to cover for trainees, did not have access to required courses (14%), and 7% reported cuts to training budgets.⁵⁹

- approximately 51% of police services say they offer computer-based training
- 86% of services have access to Broadband services, but only 45% of officers have access, because of geographical dispersment of services.
- one quarter (25%) of services have secured server capacity for e-learning.
- 29% of officers have access to a computer that is nearly obsolete.

According to a study of policing by Hay Group (2007)⁶⁰, one-third (33%) of Human Resource Leaders from police services indicated that their organizations were using e-learning as a delivery technique. The number of e-learning courses offered varied from 1 to 41 courses. These findings are in-line with the 2005 Police Sector study (34%).

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 5: Using Technology to Meet Police Training Needs

Today, e-learning courses are provided in-house by at least eight police organizations. Other police organizations use Academies, the Canadian Police College, and the offerings of CPKN as sources of e-learning material and courses.

In 2009, 267 police and security organizations have registered participants for at least one course through CPKN; 136 of these were Canadian police organizations. Most CPKN courses are designed as stand alone but can be blended with classroom as needed. As noted by a number of participants in the Training Leaders Forum it is rare to find a pure e-learning solution for many types of training.⁶¹

Current data from CPKN indicates that to date, more than 68,444 CPKN courses have been successfully completed by learners from across Canada. In June 2010, there were approximately 50,000 active users registered across 10 portals. Based on very positive feedback from these learners, e-learning courses on nationally relevant topics should continue to be developed for the police and law enforcement sectors.⁶²

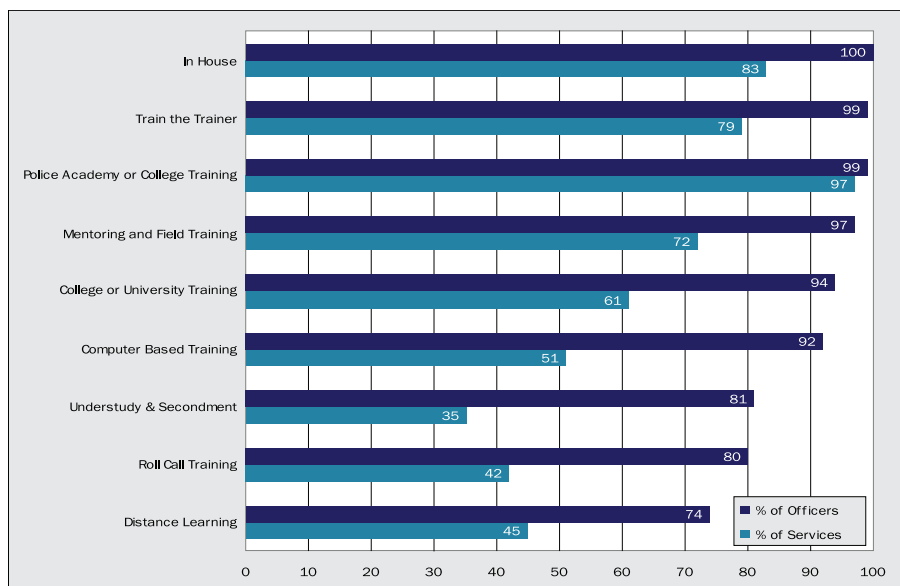
To date, most services continue to rely on a blended approach to e-learning—more commonly defined by pre-work via e-learning and follow-up classroom work.⁶³

This blended approach has significantly reduced the time required for many on-site courses by assuring a baseline level of knowledge prior to attendance. Participants may then focus on specific skill acquisition. One example cited four- to five-day courses being reduced to one to two days.⁶⁴

E-learning, when appropriate, is one means of addressing concerns about taking people away from their jobs and homes for longer periods than required.⁶⁵

The Training Leaders Forum emphasized that e-learning is not the only type of alternative model being used for more traditional classroom training. Problem-based learning and scenario-based learning are some of policing's best practices that involve face-to-face learning time.

Training Methods in Police Services, 2005



Source: Police Sector Council (Ottawa: 2005).

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 5: Using Technology to Meet Police Training Needs

The 2007 Police Academies, Police Colleges and Police Training Units Survey, and Training Leaders Forum underscored that problem-based learning is being more widely adopted. Those applying this approach to learning believe it yields superior results even though it is often a more time consuming process up-front in training trainers and in design.⁶⁶

Atlantic Police Academy integrates e-learning into Cadet Training

In January, the Atlantic Police Academy (APA) integrated a new e-learning component into their cadet training curriculum. As one of six nationally recognized police training academies, the APA's 35 week Police Science (Cadet) program will train more than 80 cadets in the coming year for careers in police agencies across Canada. For the first time in the APA's history, cadets will now access five mandatory training courses in an online format.

In preparation for this new learning approach, instructors at the APA worked with instructional designers at CPKN to assess the cadet training syllabus to determine which CPKN courses could be used to support existing classroom programming. Based on that review, APA selected several online programs from the CPKN catalogue to integrate into the program.

Under this new blended curriculum, cadets will now access CPIC Query/Narrative, Collision Investigation Level II, Basic Investigation Skills, and Recognition of Emotionally Disturbed Persons at various points throughout the program.

Why E-Learning for Police?

According to the 2005 Police Sector study, 51% of services offer computer-based training—concentrated among the larger services. Computer based training is perceived as a relatively low cost way for smaller services to augment training.⁶⁷

As the OECD (2005)⁶⁸ notes the rationale for the use of e-learning entails wide-ranging, complex and contested issues.

These issues include: widening access; pedagogic innovation; enhancement of distance learning; organizational change; knowledge-sharing; revenue generation; and increased access to workplace learning through more flexible training and reduced training costs.⁶⁹

For law enforcement agencies working with limited budgets, distance learning represents a cost-effective way to provide the training that their employees might not receive otherwise. Moreover, the technology also enables organizations to conduct long-distance meetings and seminars and tap a vast pool of expert resources.⁷⁰

Advantages of E-Learning for Police:

Online training has several important advantages that serve several policing needs including documentation of the training, a testing component to establish successful completion of the training, retention of information, and cost effectiveness.⁷¹

- **Tracking:** timing and login systems can track who is doing the training as well as the officer's progress through a course.
- **Control:** an officer can take an Internet course anytime, anywhere, and he or she can control the pace of the training. This control empowers the individual, sharpens concentration, and increases the effectiveness of a course.
- **Consistency:** the course content is always the same. It does not depend on the health or ability of the presenter. It is quick and easy to update ensuring that training is contemporary.
- **Positive Learning Environment:** an officer makes the decision about when and where to do the training without the affecting factors found in a live classroom setting such as room temperature, hard chairs, long hours, difficult-to-read slides or worries about personal schedules and deadlines.
- **Interactivity:** studies show that an individual learns and retains more information when involved in the learning process, as opposed to sitting and passively listening to a presenter. (Types of interactivity are listed further on in this article).

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 5: Using Technology to Meet Police Training Needs

- **Up-to-Date:** the information can be updated with ease, enabling an officer to keep current about changes in the law or procedures.
- **“Just-in-Time” or Immediate Training:** a new officer or an officer with a new assignment can be trained quickly without the handicap of waiting for a scheduled classroom training session meeting.
- **Cost-Savings:** an officer can stay in the jurisdiction and avoid travel expenses. While there may be fees associated with the e-learning program, it is usually less than the registration fees for classroom sessions and does not involve travel time and associated expenses.
- **In-Service Credit:** an e-learning course has the elements for training certification including a student tracking system, course content for evaluation and testing procedure to assess the learning accomplished. If the proper authority approves the course, an officer can receive required in-service credit.

Promising E-learning Practices: Storytelling for Professional Development in a Technology-Medicated Police Learning Environment

Storytelling is a well-entrenched method to pass on experience to novice police officers. In a fast-paced, often-interrupted environment, short courses that capture the attention of the officers were agreed to be an improvement over previous course offerings, and well suited to the officers' needs.

Officers reported that they perceived their ability to devote time to a course to be short, partially because of their environment and also as a result of the type of learner they are. They believe that officers are mostly 'Type A' in temperament, which by their description means that they are busy, on the run constantly, and the numerous interruptions in their environment result in them being constantly on the move.

Source: Ken Anderson and William Muirhead, Storytelling for Professional Development in a Technology-Medicated Police Learning Environment (2009)

Challenges and Limitations of E-Learning

E-learning is not without its pitfalls; rather, it is a learning tool that can serve a department in specific situations.⁷²

Content Quality:

- accreditation of the online training courses is an important consideration. Carefully evaluate the material and make sure it meets training standard.
- the Internet has empowered anyone to design a training program and offer it to departments. Content of e-learning programs must be valid and reliable.

Video and Audio Production Quality:

- the proliferation of video recorders and digital cameras has also bought about widespread amateur production of educational material.
- while well meaning, these unskilled productions can be distracting in an educational environment when the quality is unprofessional. Simply setting a camera up in the back of a room to record a live session does not meet today's sophisticated viewers' expectations of a well-produced presentation.

Networking:

- perhaps the greatest drawback reported for e-learning is that an officer works directly and individually with an online course. There is therefore little opportunity for personal interaction with other officers.
- the direct person-to-person exchange of information, experiences, and problem solving has been hallmark of intra-agency training.

Download Time:

- students often become impatient if the transfer of information, the lesson, is not fast. It is essential that the computer equipment and the Internet connection be high speed and have the capacity to handle a large volume of data and graphics.
- fast Internet connections now are DSL and cable lines. The dial-up line is slow and will limit the type of information accessed.

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 5: Using Technology to Meet Police Training Needs

Contact with Instructor:

- to handle learners questions, an e-mail or instant message system is a critical feature for on-line learning. This interaction with the instructor may not be immediate as the officer may be studying on the midnight shift or weekends.

2005 Sector Study - IT Survey Results Suggest Room for Improvement

- 10% of computers use Windows 95 -limiting access to certain e-learning programs
- 29% of officers only have access to computers that are nearly obsolete
- 1/3 of computers may need to be replaced because of age
- services may not be willing/able to provide internet access
- some may need to establish internal Intranet-based servers

Studies of policing and distance education have identified many of the same issues. Distance education being defined as the delivery of an education program using a wide range of delivery methods; sharing similarities with e-learning.

Reluctance by officers is a key issue in the delivery of distance education training approaches. According to the study, police officers in the United Kingdom demonstrated a reluctance to engage in educational pursuits, however, by the early 1990s there was a move to create distance learning education programs for criminal justice professionals.⁷³

According to a 2001 study, work commitments, financial reasons, and family commitments were perceived by police personnel as the greatest barriers for education, development, and training pursuits; work commitments cited more often by male sworn officers than female sworn officers, possibly reflecting the tendency for male sworn officers to have a higher rank than the female officers.⁷⁴

While not specific to e-learning, a 2008 study of 1,150 respondents from 20 different police services in Ontario, indicated the potential barriers and motivations that influence police decisions to participate in higher education were:⁷⁵

- *Financial:* lack of government assistance, lack of incentive pay, the high costs of education and the availability of personal finances were considered major barriers;
- *Convenience:* shift work and personal time constraints were major barriers. The offering of a flexible distance education program was considered a motivator;
- *Social support:* support from co-workers, family and meeting new people were considered major motivators;
- *Institutional culture:* perceived non support by management was a barrier to civilian, constables and supervisors. Senior officers felt supported. Having opinions valued by students and faculty and attending university was considered a major motivator;
- *Goal congruence:* motivators for attending universities were to improve the mind, learn new knowledge, improve/fulfill academic abilities and promote the profession;
- *Job relevance:* motivators include: learning about law enforcement from an educational perspective, develop career and leadership skills and agreement that both formal education and police training is needed in policing.

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 5: Using Technology to Meet Police Training Needs

Creating Effective Strategies

Barriers to the Adoption of e-learning

A number of challenges have been identified to the implementation and adoption of e-learning in police services; each requiring targeted and unique strategies.

Status quo: need to demonstrate viability and relevance

Issue: Regardless of the police service or its training philosophy, e-learning is not necessarily seen as a viable solution to training challenges.

⇒ need to demonstrate viability and relevance

E-Learning is disruptive to existing training models and trainers: need to increase awareness that e-learning can reduce travel and time requirements

Issue: Some individuals and departments may feel e-learning is disruptive.

⇒ need to increase awareness that e-learning can reduce travel and time requirements

Financial

Issue: Financial challenges can represent significant and difficult to overcome barriers to the adoption of e-learning. Often lengthy budget cycles are required in order for funds to be allocated specifically for e-learning. Below are a number of specific financial barriers.

- Hard costs versus soft costs.
- Larger forces do not want to pay per seat, per course.
- Procurement policies, especially in large organizations, preclude single source purchases.
- Technological limitations/capacity
- Providers (Policing Training Institutes, Universities & Colleges etc.)

⇒ Some financial barriers require increasing awareness of the return on investment of utilizing e-learning or investments in technology; while others require building and fostering strong partnerships.

Some organizations have a bias towards their own training, or conversely against training developed for/by another entity.

Issue: Trainers are more likely to utilize in-house and/or local training even though other training providers are credible experts.

⇒ Engage Stakeholders in discussion and networking forums.

E-Learning is not yet fully accepted by Police Associations/Unions.

Issue: Training is frequently negotiated as part of the contract between a municipality and its police officers who are represented by an association or union. To date, not all unions have fully accepted the value propositions associated with e-learning. This can (and has) presented a barrier to adoption in certain police forces.

⇒ Collaboration key to meeting training demands.

E-Learning represents a cultural shift.

Issue: While police forces may readily admit that training challenges exist and that budgets to expand training are strained, only a few would consider e-learning the solution.

⇒ Share testimonials from learners and supporters in the police community.

Distance Learning and the RCMP

The RCMP have their own Distance Learning site offering a selection of on-line courses to provide learners with the opportunity to access learning materials at their own convenience. Support is available as indicated for each course; however, the online learner is an independent learner.

The following courses are available for distance learning at this time:

- Counterfeit Currency Analysis
- Counterfeit Payment Card Analysis
- Customs & Excise Basic Course (RCMP Members only)

Available at www.rcmp-grc.gc.ca

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 5: Using Technology to Meet Police Training Needs

How effective is e-learning for police training?

Most organizations that use e-learning tend to evaluate their training efforts based on rates of participation and user satisfaction, and very few actually measure the impact of e-learning on organizational performance. It should be noted that this lack of measurement is consistent with findings for more traditional modes of training.⁷⁶

Recent studies of policing (2009, 2007) indicate no significant difference between the effectiveness of the delivery methods, but does reveal a statistically significant relationship between potential online learning success and a formal educational level.

Although most participants in these studies say they prefer traditional instruction, the majority feel that on-line education is an appropriate delivery method for professional development and that the use of on-line education for delivery of professional development provides increased training opportunities.^{77, 78}

Similarly, a recent article that appeared in the *International Police Training Journal* (2010) has suggested that law enforcement personnel who participated in online training reported the same levels of job satisfaction and commitment, before and after the course, yet showed significant increases in perceptions of their own leadership skills.⁷⁹

Although, a 2007 study of municipal police found the use of on-line education for police training no more effective than traditional instruction methods, the majority of respondents cited general convenience and scheduling flexibility as positive aspects of on-line education.

Most officers felt that on-line education was an appropriate delivery method for police training. Many felt that the use of on-line education for the delivery of police training provides increased opportunities; however, they believed that on-line education is appropriate only within specific topic areas.

The conclusion was that on-line education may be of value when it is used to complement other forms of police training, or to provide training to those officers who would benefit most from its use or to whom more traditional delivery methods and training opportunities are limited.⁸⁰

Organizational effectiveness is maximized only when employee (learner) needs are considered in the development of training programs. A primary responsibility of adult educators is to accurately assess learning needs, learners' willingness to participate in educational endeavors, and learners' likelihood of success in those endeavors.

In short, for adult education to be effective, learners must realize their legitimate need for education within the given context and must be willing, to some degree, to participate in the educational activity.⁸¹

However, as noted in the C.A.P.E. 17th Annual Training Symposium Report, there are substantial gaps in the literature around training and policing, particularly around the use of e-learning. As the report recommends, research needs to be conducted and report on the efficacy of on-line Law Enforcement training programs, Problem-Based Learning, and adult learning approaches.

Return on Investment (ROI)

Meeting the demands of policing today is more complex than in the past. It requires: regular and timely analysis of training needs; provide training to more employees with different skill sets and knowledge; tailor training to diverse backgrounds; and attempt to accomplish these goals more rapidly than in the past—while also reducing training costs—no doubt a daunting task.

Rigorous analysis of return-on-investment (ROI) is critical if organizations are to understand the true benefits of e-learning to their immediate and long-term goals. However, answering this question requires a full understanding of the real costs associated with e-learning.

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 5: Using Technology to Meet Police Training Needs

Evaluating Training Programs: The Four Levels

The Kirkpatrick model (1975) is a widely recognized framework for categorizing evaluation data on training. Initially cited as four steps, the framework was extended in the 1980s by Jack Phillips to include a fifth level linking training and business results—or ‘return on investment’ (ROI). The basic tenets of Kirkpatrick’s model include:

- Level 1: the participant’s reaction to the training as it is delivered;
- Level 2: the participant’s “learning”—changes in attitudes, knowledge and skills;
- Level 3: the participant’s improvement in performance (e.g., capability and implementation/application); and
- Level 4: the organization’s or business team’s results—the effects of the trainee’s performance on the business or environment.

However, the complexities and costs associated with evaluation increase with each rise in level. Studies report that most organizations limit their assessment of courses and training programs to levels 1 and 2. Typically, there is no evaluation or assessment of whether learning objectives are being met, nor of business impact.

Source: State of E-Learning in Canada, Canadian Council on Learning 2008

Typically, organizations define ROI using a simple equation: cost savings versus an initial investment⁸³ As Dory notes, “a lot of e-Learning solutions have, at least on paper, a huge Return within a very short time.”⁸⁴

However, this cost-savings evaluation can prove to be too restrictive, as it does not necessarily reflect the real cost of e-learning (including intangible costs). Development of customized programs or content can be very efficient, but can also be expensive and time-consuming. There are also costs for maintaining the learning management system including licensing, monitoring and upgrading.

Clearly, cost savings are not a guarantee of e-learning’s quality or effectiveness.

A process for analysis of ROI needs to go beyond the simple question—“Did we save money?”—to a deeper understanding of whether e-learning is linked with business drivers, goals, and organizational development.⁸⁵

Critical to a meaningful analysis of ROI is a process to define the objectives, outcomes and measures of e-learning at the exploratory phase or start of the actual program.⁸⁶

An effective ROI strategy must take into account the following organizational elements:

- stakeholder interest in measuring learning results;
- measurement results should be made highly visible;
- senior management’s willingness to support change initiatives and use value
- measurement data for continuous improvement; and
- ongoing support of a learning department as a key player in change management processes.⁸⁷

Toronto Police Service: Increasing Efficiency and Return on Investment

Using ROI calculations, TPS analyzed: savings in terms of classroom hours (for the GIT class). The blended model suggested that based on pure class time (cost to attend face-to-face vs. cost to purchase online and participate in blended) they saved the salary equivalent of 7.5 officers. By using this approach they effectively regained 7.5 officers on patrol full time.

TPS also calculated that by doing 6 mandatory force wide training events via e-learning they not only saved classroom time (calculations not in presentation) but also freed up the equivalent of 18 trainers (it would have required 18 trainers working full time to train the force on the mandatory courses).

THE STATE OF E-LEARNING IN CANADIAN POLICING

SECTION 6 - MOVING FORWARD

Observations and Recommendations

There is no doubt that information and communication technologies (ICTs) have the potential to transform and inform our everyday work lives.

New learning tools play a key role in enriching traditional teaching methods and can greatly extend learning opportunities to Canadian police. For law enforcement services working with limited budgets and resources e-learning represents a cost-effective way to provide the training that their employees might not receive otherwise.

As HRDC noted in the 2000 Sector Study;

“There are indications that more active planning will be needed in the near future to ensure that police services are able to recruit staff with the needed skills in an increasingly competitive labour market. Police services generally have not tended to identify their skills gaps and recruit specifically to fill these gaps. Some human resource directors noted that police services were finding it difficult to recruit staff with skills in certain areas such as in technology.”

E-learning can also provide one solution to the growing demand for skills and training—in particular to ensure that entering recruits, as well as existing officers, have access to continuous learning opportunities.

Research has demonstrated that e-learning offers police a wide range of benefits.⁸⁸

Guiding Principles for E-Learning

E-Learning must be perceived as viable and important by management

For online education to continue its rapid growth, it must be perceived as important by the chief academic officers who are planning tomorrow's educational offerings. Only if these academic leaders believe that online is critical to achieving learner outcomes in a cost effective manner will they build future programs.

Outcomes similar to traditional forms of learning, but learners prefer it

Although student satisfaction surveys contain limited evidence, they suggest that e-learning has positively affected the quality of teaching and learning. For example, of the 10,476 CPKN learners surveyed from April through July of this year, 89% would recommend the courses to colleagues; and, 92% gave a rating of overall course quality as good to excellent.

ICTs have altered the overall learning experience of students by reducing time and space constraints and by providing easier access to information and materials.

Need to assess the training needs of each department

Every police agency has training mandates it must meet each year, yet limited budgets and staffing often make it difficult for agencies to meet these requirements.

Distance learning may be the solution; the first step police agencies should take when considering the use of distance learning is to select a distance learning option that fits the training needs of the department.

When reviewing distance learning technology options it is also important to consider the availability of trainers as well as who will be receiving the training.⁸⁹

Family/work lives must be taken into consideration

Methods of training delivery should take into account the needs of the individual as well as the organization; they should be provided in a timely manner and take into account the family situations of employees.⁹⁰

Support important from management, and institutions

Factors important to motivate a technology integration process are institutional support, institutional resources, and professional development.⁹¹

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 6: Moving Forward

E-Learning materials must be learner-centered

The challenge for educators and course developers is to construct an e-learning environment “that is simultaneously learner-centred, content-centred, community centred, and assessment-centred.”⁹²

Recognize that not all learners are alike

Varying levels of adoption; varying levels of technological expertise and comfort for learners.

E-learning has the potential to harmonize learning activities across police services and the country

In 2007 the *National Diagnostic on HR in Policing* highlighted the need for more standardized national curriculum and e-learning options, maximizing the efficiency/effectiveness of distance and blended learning, and reducing the costs/impacts of travel and accommodation for off-site learning.⁹³

Need to explore alternative and flexible approaches to training

Police agencies should explore other training options besides college-based programs—focus on innovations and linking of education to promotion, executive development and leadership training, alternative delivery systems, distance learning, interactive and simulator technology, and training that accommodates police officers’ work schedules.⁹⁵

Include an analysis of Return on Investment

Rigorous analysis of return-on-investment (ROI) is critical if organizations are to understand the true benefits of e-learning to their immediate and long term goals. This requires a full understanding of the real costs associated with e-learning.

Development of customized programs or content can be very efficient, but also expensive and time-consuming. There are also costs for maintaining the learning management system including licensing, monitoring and upgrading. Cost savings are not a guarantee of e-learning’s quality or effectiveness.

Increase collaboration and co-operation

As the 2000 Sector study noted, more collaborative training efforts within the sector are required to address the steady pace of change. Broader collaboration and sharing and the creation of alliances can leverage the learning and development strengths that exist across Canada. Stakeholders can work more effectively together—through discussion forums, sustainable funding, by linking learning object repositories and by sharing resources and best practices for training.

Continued research is critical

Much has been written about the influence on higher education on attitudes towards the profession and ‘police-work’^{96, 97} but knowledge of the impact of IT’s in policing is still very limited, in part due to the lack of availability of firm-level data on organizational change and information technology adoption over time.⁹⁸

Key Considerations for Police Training⁹⁴

First, in order to be viewed as relevant, training and development departments need to further engage managers, align themselves with the overall long and short term objectives of the sector, and demonstrate the value of training through improved results, the management of risk, greater client satisfaction and so on.

Second, training plans need to closely align or be integrated with the performance management process. This will pose a particular challenge as a number of police organizations indicated the lack of regular career and training plans for employees.

Finally, while new approaches to adult education should continue to be embraced, the sector should be careful of losing sight of the intent of training. Training needs to continue to focus on delivering value, the “so what”, and not being caught up simply in the delivery approach or the “what”. Seeking the best method to deliver value with an appropriate consideration of the impact on people and financial resources should remain the focus for the sector.

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 6: Moving Forward

Most studies use the industry as a unit of analysis, and not the individual police service; while others explore organizational change but do not provide an analysis of IT adoption or impact.

More research is needed on the efficacy of e-learning.

Success requires a long term commitment

Most e-learning initiatives in Canada are short-term, sporadic and without sustainable funding. Although efforts to increase e-learning in Canadian policing—the Sector Council and CPKN—are arguably of great value, national planning and a vision for the future are still required.

For the full potential of e-learning to be achieved, conditions favourable to learning must be created and maintained. Specific efforts are required in a number of key areas.

*Key Recommendations for Moving Forward:*⁹⁹

- shifts in training concepts and models are needed;
- invest in technology and tools to transfer knowledge and practical wisdom from the retiring workforce to more junior officers;
- rapid increase in training required to support new and ever expanding skill requirements of officers;
- leverage the work and reach of the Canadian Police Knowledge Network (CPKN) to assist in the development of e-learning.
- national repository, shared efforts to develop required courses for the benefit of the sector.

Clearly, training and development is the cornerstone of ensuring an effective and sustainable workforce. Training can impact workplace productivity, job performance and safety, improve job satisfaction and overall quality of life for individuals and their families.

Today, and into the foreseeable future, effective policing is going to cost more, be more time and resource consuming, more complex, will require new education and training for new skills and knowledge, and a continuous learning culture.¹⁰⁰

This compels us to re-examine the effectiveness of current training approaches of the policing sector and to explore alternate modes of delivery and shared development at a national level.

*Reflections from Officers*¹⁰¹

“Service is promoting e-learning, but court officers are not often able to take advantage of this opportunity—they are in locations that don’t allow them access to computers most of the time; also, many are part-time or temporary and don’t have access to Service workstations”

“More e-learning, which doesn’t take officers away from the front-line, is also needed”

“Training should be made more accessible for civilians—civilians should also have access to e-learning”

“To meet demands for timely training by CMU, effective partnerships must be developed/maintained and new training techniques must be used (e.g. e-learning)”

“The field cannot absorb/support any more training requirements, with current training delivery options—trying to ease some of this through new delivery methods for some courses such as e-learning, distance learning, but the technology infrastructure at divisions may not really support this”



THE STATE OF E-LEARNING IN CANADIAN POLICING

SECTION 7 - A NATIONAL ACTION PLAN

Sustaining momentum on e-learning and blended learning options for police learning will require strong leadership focused on the strategic engagement of all stakeholders. Work is underway on evidenced-based assessment of the impact of e-learning curriculum on police behaviour and effectiveness; and, further dialogue on the use and applicability of e-learning for police and security learners is now well-underway, in many jurisdictions and through many forums.

Core principles for that dialogue should include:

- respect for the police learning culture, and the unique needs of each police service
- understanding and appreciation for the changing dynamics of adult learners, and for individual approaches to learning
- the requirement to increased skills and competencies in policing coupled with improved efficiency in the delivery of training and education
- reduction of redundancy and overlap in infrastructure, and methods
- promotion of a shared vision for effective collaboration and shared best practices
- facilitation of a joint-action plan for improved training and increasingly skilled police officers.

The police sector stakeholders must work together to ensure sustainable funding for high performance policing, shared strategic objectives; possibility of linking learning resources through local, national, and international collaboration.

- *Police Boards* - can display leadership in recognizing the efficiencies and effectiveness of e-learning and actively addressing obstacles/barriers to better training
- *Police Services* - Chiefs and HR leaders can manage the work environment to foster optimization of e-learning options - workplaces that are conducive to workplace or home learning and provide ample opportunities for employees to access training

- *Police services* - must also ensure that officers acquire the skills and aptitudes such as computer/digital literacy, information technology literacy and general literacy skills
- *Police Training Institutions* - should provide the technical infrastructure and support needed to enable comprehensive solutions that blend the best of technology-based and traditional classroom training and the enthusiastically embrace and motivate officers for self-learning options
- *E-learning Content Developers and Providers* - must leverage technology and new media and provide relevant, high-quality, inspiring and practical solutions for adult learning
- *Officers* - should proactively participate in e-learning opportunities and provide honest and constructive feedback to improve future experiences, and communicate the learning possibilities that e-learning creates.

The bottom line is that policing today and into the future requires a dynamic approach to enable police officers and police civilians to acquire and sustain the right skills through the right tools, to ensure the best possible policing and the safest and most secure Canadian communities. The complexity of the work and the demands on policing is changing at an unprecedented speed and requires increased investment in the infrastructure and techniques to ensure quality education and training of police personnel.

E-learning has a place in the broader learning mosaic, and at this point police trainers and educators have only scratched the surface of the value and benefits that can be derived from greater investment and continued research in learning options for adult learning. A national strategy and a national approach is critical to ensure optimal results. That call to action has been made and the community must respond.

THE STATE OF E-LEARNING IN CANADIAN POLICING

Section 7: Moving Forward

Ready to go, but where do we start?

1. *Start with the basics*
 - read, talk with other services, organizations about their experiences, experiment with available e-learning tools, visit CPKN website.
2. *Identify Organizational Need and Resources*
 - available technology and IT support, funding, organizational drivers and training objectives; role of stakeholders, organizational champion, challenges, barriers.
3. *Understand Learners*
 - who they are, what they need, levels of comfort with technology, motivation/willingness to learn using technology and e-learning's ability to respond to diversity, various learning styles and training needs.
4. *Course Selection*
 - relevant courses, appropriate to e-learning; course requirements and objectives
5. *Select a Learning Management System*
 - software that automates administration of courses and programs—tracks users, creates records, generates data.
 - or choose to have an external provider (i.e. CPKN) handle all training and maintenance.
6. *Measuring Effectiveness*
 - how will you measure training effectiveness?
 - can you generate statistics that show a reduction in training, travel time and the cost of creating or purchasing the training and/or delivery systems?

“More than ever, police services are tasked with doing more with less. Growing operational demands place increased pressure on already strained budgets - often pushing training needs to the back burner. Under these circumstances, we need to be more efficient with the limited dollars that we have available.”

- Chief Murray Faulkner of the London Police Service

Throughout the Canadian police community, e-learning is proving to be an effective and economically sound solution.

Suggested Readings

Evaluation of Evidence-Based Practices in Online Learning. A Meta-Analysis and Review of Online Learning Studies (2009) U.S. Department of Education. Available at: www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

International Police Training Journal. Available at: www.interpol.int/Public/ICPO/corefunctions/Ejournal.asp

To Internet or Not?: Assessing the Efficacy of Online Police Training. Brian W. Donavant. *American Journal of Criminal Justice* 34 no.3-4 (2009): 224-237

State of E-Learning in Canada (2009) Canadian Council on Learning. Available at www.ccl-cca.ca

E-Learning in Tertiary Education: Where do we Stand? (2005) OECD. Available at: www.oecd.org

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

“This report is one of the best to come out in a long time. It allows us to put things into perspective; review where we we’ve been and chart where we are going”

- Commissioner Julian Fantino (retired)

THE STATE OF E-LEARNING IN CANADIAN POLICING

APPENDIX 1 : E-LEARNING COURSES WITHIN THE CANADIAN POLICE COMMUNITY

The following tables provide an inventory of all e-learning courses that are currently available or are under development at CPKN, individual police services, or police training facilities in Canada (to the best of our knowledge). The purpose of this inventory is to reduce the duplication of effort among organizations when developing e-learning courseware for training purposes and to encourage knowledge-sharing among police agencies. This inventory was created by CPKN and will be updated regularly based on input from across the country. (Available at: www.cpkn.ca/resources/elearning_inventory_for_web.pdf)

Currently Available E-Learning Courses for Police

Product	Description	Content Provider	Est. Hrs Online
Aboriginal & First Nations Awareness (Eng/Fr)	Aboriginal and First Nations Awareness provides basic knowledge of the history and geography of Aboriginal peoples as the foundation to the contemporary issues pertaining to Aboriginal lands, cultures, and communities. For more information: www.cpkn.ca/course_detail/aboriginal_awareness_e.html	OPC	6 hrs
Accessibility in Ontario – The Customer Service Standard	The objectives of this course are to define accessibility and what it means in the workplace; discuss the Accessibility for Ontarians with Disabilities Act (AODA); identify the key components of the Customer Service Standard within the AODA; identify best practices for providing accessible customer service; identify and discuss specific types of disabilities and their potential impact on a person's ability to access services; and define service(s) which create(s) an inclusive environment for all customers.	Durham College	40 min
Activité de maintien de la compétence des techniciens qualifiés en alcootest (Fr)	Free for qualified technicians	ENPQ	1.5 hrs
Advanced Patrol Training	The Ontario Police College and the Canadian Police Knowledge Network have adapted the Advanced Patrol Training Course (APT) program into a two-part blended learning course. Officers seeking APT certification can now complete Part I via CPKN and Part II in a condensed police service delivered classroom session. Designed as a refresher-training course for police officers engaged in general patrol duties, Part I of APT includes 7 modules covering a variety of topics specific to patrol duty, legal updates, and current patrol issues. For more information: www.cpkn.ca/course_detail/apt_e.html	OPC	8 hrs
Basic Investigation Skills	The Basic Investigation Skills course focuses on key areas of crime investigation including case management, responding to a crime scene, interviewing, statement taking, gathering evidence, search warrants, and file presentation. This course is designed to prepare officers to manage a major case and deliver testimony in court proceedings. For more information: www.cpkn.ca/course_detail/basic_e.html	Cape Breton Regional	9 hrs
Basic Standards Training 1 (Private Security Training)	The JIBC offers BST training through the Internet as an online course. This is the official BST1 online course that is based on the mandatory 40-hour security patrol training. Under the Security Services Act, security guards are required to complete mandatory training prior to eligibility for licensing. For more information: www.jibc.ca/police/programs/bst1_online/index.html	JIBC	
Breath Test Pre-Course	The RCMP National Breath Test Program (NBTP) has recently modified the delivery of the Breath Test Training Course to a blended learning format. Candidates seeking designation as Qualified Technicians will be trained via a two-part program incorporating both online and classroom sessions. Part I is the mandatory online Breath Test Pre-Course Training; Part II is the classroom component. For more information: www.cpkn.ca/course_detail/breathtest_e.html	RCMP-FLS	12 hrs

THE STATE OF E-LEARNING IN CANADIAN POLICING

Appendix 1: E-Learning Courses within the Canadian Police Community

Product	Description	Content Provider	Est. Hrs Online
Canadian Firearms Registry Online – A tool for Officer Safety	The Canadian Firearms Registry Online: A Tool for Officer Safety course focuses on query processes within the CFRO system, the various statuses associated with firearms, licenses, and certificates, and, using scenario-based exercises, instructs learners on how to interpret query results. For more information: www.cpkn.ca/course_detail/cfro_e.html	RCMP-CFP	2 hrs
Canadian Rail Incident Investigation Guideline (Eng/Fr)	Developed by Canadian National and Canadian Pacific Police, in cooperation with Transport Canada, the Canadian Rail Incident Investigation Guideline was created to provide police with a simple, effective tool that encompasses all of the major aspects of an on-site investigation. This video outlines the main elements of the Guideline, which will help police conduct successful investigations of main-track or rail yard incidents. It also features a printable copy of the Guideline for use by all police responders or investigators. For more information: www.cpkn.ca/course_detail/rail_incident_e.html	CN Rail	21 min
Characteristics of an Armed Person	Through the use of images, videos, audio and text-based narratives, and specific case law, this course will instruct officers on identifying a person that is armed. For more information: www.cpkn.ca/course_detail/characteristics_armed_e.html	TPS	40 min
CBRN: First Responder – Level I: Awareness (Eng/Fr)	The CBRN First Responder Training Program has four levels (Awareness, Basic, Intermediate, Advanced.) The first level, Awareness, provides participants with information on how to recognize potential CBRN threats, protect themselves and alert those who need to respond. It is offered in an e-learning format and provides awareness training for a wide range of participants who may encounter a CBRN situation within the course of their duties, but are not responsible for direct response (e.g. public transit operators, government staff, building operators and mail room staff). For more information: www.cpkn.ca/course_detail/cbrn_e.html	CEMC	
Collision Investigation Level II	A two-part blended learning program has been developed that incorporates an online (Part I) and practical (Part II) approaches for Collision Investigation Level II training. For more information: www.cpkn.ca/course_detail/collision_e.html	APA	6.5 hrs
Collision Investigation Level II (Durham specific)	N/A	Durham	40 min
Confined Space Awareness	N/A	RCMP	
Counterfeit Currency Analysis (Eng/Fr)	The Counterfeit Currency Analysis Course has been developed by the RCMP for those who require basic knowledge and skills with respect to the identification of counterfeit currency. For more information: www.cpkn.ca/course_detail/currencyanalysis_e.html	RCMP, Bank of Canada, BA International	
Counterfeit Payment Card Analysis (Eng/Fr)	The Counterfeit Payment Card Analysis Course has been developed by the RCMP for those who require basic knowledge and skills with respect to the identification of counterfeit payment cards. For more information: www.cpkn.ca/course_detail/cardanalysis_e.html	RCMP, AMEX Bank of Canada, et al.	
Counterfeit Travel and Identity Documents (Eng/Fr)	Available March 31, 2010	RCMP	
CPIC Query Narrative (Eng/Fr)	The CPIC Query/Narrative Online Course is adapted from the Canadian Police Information Centre's traditional classroom training curriculum. In addition to providing information on CPIC policy, this course is designed to provide users with the skills to query CPIC Data Banks, analyze the responses, and send narrative traffic messages using the CPIC System. For more information: www.cpkn.ca/course_detail/cpic_e.html	CPIC Centre (RCMP)	6 hrs

THE STATE OF E-LEARNING IN CANADIAN POLICING

Appendix 1: E-Learning Courses within the Canadian Police Community

Product	Description	Content Provider	Est. Hrs Online
Criminal Use of Diamonds	Criminal Use of Diamonds examines the history, processes, security issues, and exploit opportunities associated with diamonds. This course also provides details about money laundering, the international Kimberly Process which controls the movement, sale and/or trade of blood/conflict diamonds, and the factors that affect the appeal of diamonds to criminals. For more information: www.cpkn.ca/course_detail/diamond_crime_e.html	Ross Inc.	4 hrs
Customer Service	N/A	Magna Carta	
Death Notification	Death Notification is adapted from classroom training offered by Mothers Against Drunk Driving (MADD Canada). It teaches police officers, victim support workers, and other emergency services personnel the most current, proven, and compassionate approaches to death notification. It also provides learners with the skills necessary to lay their own apprehensions about death aside while they support the next of kin during the notification and help them cope with a death. For more information: www.cpkn.ca/course_detail/death_notification_e.html	MADD Canada	2 hrs
Dispute Resolution Using Internet-Based Negotiation Techniques	N/A	RCMP	
Domestic Violence Investigations	The Domestic Violence Investigation course provides members of the law enforcement community and outside partner agencies with an interactive program covering the unique elements and issues related to domestic violence for the purpose of enhancing any police officer's ability to successfully investigate domestic violence incidents. For more information: www.cpkn.ca/course_detail/domestic_e.html	WPS	4 hrs
Drinking & Driving	Using video testimonials and other media, this course relates the very real impacts of drinking and driving through victims' stories. It also reviews the physiological effects of alcohol on the body, public perception of officer-involved offenses, and offenses related to drinking and driving. For more information: www.cpkn.ca/course_detail/drinking_driving_e.html	TPS	15 min
Electronic Crime Scene Investigations (Temporarily unavailable - course is under review)	Electronic Crime Scene Investigation (ECSI) is a high-level course that will aid a first responder at a technological and/or electronic crime scene. While this course will provide you with training in all aspects of electronic investigations, it is not designed as an expert-level course. It is intended primarily to teach first responders how to properly recognize, collect, preserve, transport, and store electronic and technological evidence. For more information: www.cpkn.ca/course_detail/ecsi_e.html	ECSI Technical Working Group; Halifax	3 hrs
Emergency First Aid/CPR	The Emergency First Aid/CPR Training program is specifically designed for police officers, providing them with the knowledge, skill and confidence to effectively treat medical and/or traumatic emergency patients. This course introduces the fundamentals of first aid, The ApproachT, procedures for performing CPR and how to operate an AED. Additionally, it teaches how to recognize and treat the signs and symptoms typically associated with different types of injuries/illnesses encountered by police officers. For more information: www.cpkn.ca/course_detail/emergencyfirstaid_e.html	Canadian	2 hrs
EPROS Query - Edmonton	N/A	EPS	
Ethics, Values & Principles Ontario specific;	The Principles and Values in Policing course incorporates numerous case studies and discussion forums to reinforce the high ethical standards that must be upheld by all police officers. This effective tool will be of value to all police officers and will assist in day-to-day duties, free of reproach.	Magna Carta	2 hrs
Evidence-Based Risk-Focused Domestic Violence Investigations (BC)	Evidence-based, Risk-focused Domestic Violence Investigations emphasizes the importance of evidence-based and risk-focused investigations as a means to promoting victim safety. It also encourages officers to take a proactive and collaborative approach to managing victim safety. This course educates and alerts officers to the potential risk factors that may be present in domestic violence cases. For more information: www.cpkn.ca/course_detail/bc_dvi_e.html	BC Sol Gen	4 hrs

THE STATE OF E-LEARNING IN CANADIAN POLICING

Appendix 1: E-Learning Courses within the Canadian Police Community

Product	Description	Content Provider	Est. Hrs Online
Evidence Gathering from Financial Institutions (Eng/Fr)	Using scenario-based examples and supporting resources, this course provides investigators with a solid foundation in the applicable policy and case law surrounding evidence gathering tools. It is designed to enhance investigator skills in the preparation of applications for Production Orders, Section 487 Warrants, General Warrants and related Assistance Orders. For more information: www.cpkn.ca/course_detail/evidence_gathering_e.html	RCMP	4 hrs
Explosives Awareness (Eng/Fr)	The Explosives Awareness course describes the different types of explosives, the associated dangers, and the necessary precautions responders must take when dealing with an explosive. It also reviews the procedures and policies that must be followed when called to a situation involving explosives. For more information: www.cpkn.ca/course_detail/explosives_awareness_e.html	RCMP	45 min
Fatigue Management	Potential to be made available to general audience	TPS	1 hr
Firearms Identification for Public Agents (Eng/Fr)	Firearms Identification for Public Agents is designed to instruct learners on the correct procedures and protocols to identify firearms to the Canadian standard. This course focuses on developing competencies around contributing factors such as Make, Type, Manufacturer, Action, Class, Calibre and Barrel length. For more information: www.cpkn.ca/course_detail/firearms_identification_e.html	CFP	2 hrs
Firearms Investigations	Calgary-specific policy included in the courseware	CPS	
Firearms Investigations	Based on the laws and regulations of the Firearms Act, the Firearms Investigations course focuses on the proper use, storage, and confiscation of firearms in Canada. General law enforcement audience. For more information: www.cpkn.ca/course_detail/firearms_investigations_e.html	CPS	2 hrs
FleetNet Radio Refresher Training	N/A	OPP	1 hr
Forensic DNA Evidence (Eng/Fr)	Forensic DNA Evidence provides officers involved in the investigation of criminal offences, including serious violent crimes, sexual crimes, and other major crimes in which forensic DNA evidence may be utilized, with a comprehensive understanding of the DNA warrant provisions of the Criminal Code, case law, and evidence collection issues. For more information: www.cpkn.ca/course_detail/forensic_dna_e.html	JIBC	4 hrs
General Investigations Training – Part I	The General Investigation Training Course is a foundation training activity designed to provide new investigators with the necessary skills and knowledge to transition from the patrol function to the investigative function. GIT is offered in a two part blended learning program—officers seeking GIT certification complete Part I via an e-learning course from CPKN and Part II in a condensed classroom session from the Ontario Police College or a designated police service. For more information: www.cpkn.ca/course_detail/git_e.html	OPC	13 hrs
Graffiti Investigation	The Graffiti Investigation course is designed to educate police officers on the crime of graffiti and to explain the procedures to follow when they are responding to the scene of a graffiti complaint. For more information: www.cpkn.ca/course_detail/graffiti_e.html	Saskatoon	2 hrs
Harassment Awareness in the Workplace - general audience (Eng/Fr)	The Harassment Awareness in the Workplace course aims to improve the safety and well-being of all police officers by enhancing officers' understanding and awareness of harassment. For more information: www.cpkn.ca/course_detail/harassment_awareness_e.html	RCMP	2 hrs
Harassment Awareness in the Workplace - RCMP specific (Eng/Fr)	N/A	RCMP	

THE STATE OF E-LEARNING IN CANADIAN POLICING

Appendix 1: E-Learning Courses within the Canadian Police Community

Product	Description	Content Provider	Est. Hrs Online
Hate & Bias Crime Investigations	The Hate and Bias Crime Investigation course provides police officers with the necessary information to recognize these types of crimes and the people and groups who commit them, as well as how to gather the necessary evidence required to prosecute suspects, reporting requirements and the importance of developing community partnerships. For more information: www.cpkn.ca/course_detail/hatebias_e.html	EPS	4 hrs
Hate Crimes Awareness	Hate Crimes Awareness will explore the reasons why individuals or groups act out their personal prejudices, bias, and hatred against other individuals and/or groups and the impact of these events. It also reviews some of the basic procedures that police and other law enforcement personnel can use to differentiate between hate crimes and incidents, respond to calls, and investigate hate/bias crimes. For more information: www.cpkn.ca/course_detail/diversity_hate_e.html	OPC	45 min
Health and Safety – Ontario Specific	N/A	Durham	20 min
Highway Criminal Interdiction – Consent to Search Requirements	Highway Criminal Interdiction - Consent to Search Requirements explores the various aspects of consent searches. In addition to reviewing requests for consent to search in voluntary encounters, post arrest and post detention, this course outlines case law related to informed consent. This course provides a knowledge base that will assist officers in day to day operations and serves as a pre-course resource for highway criminal interdiction training. For more information: www.cpkn.ca/course_detail/highway_criminal_e.html	OPP	2 hrs
In-Car Camera Operator Training - Panasonic's Toughbook Arbitrator	Developed by the Toronto Police Service (TPS), the In-Car Camera Operator Training course is designed to provide the necessary knowledge and skills to successfully operate Panasonic's Toughbook Arbitrator In-Car Camera System. For more information: www.cpkn.ca/course_detail/incar_e.html	TPS	45 min
Infectious Disease and Pandemic Preparedness (Eng/Fr)	The Infectious Disease and Pandemic Preparedness course is designed to give the learner an overall awareness and understanding of influenza, infectious disease, and pandemic preparedness. In addition to reviewing the causes, methods of transmission, and impacts of influenza infections, this course will describe personal preparedness measures to help minimize the spread of infectious disease. For more information: www.cpkn.ca/course_detail/pandemic_preparedness_e.html	Respond Solutions	1 hr
Incident Command System –Level 100	The Incident Command System (ICS) Level 100 course introduces students to a proven incident site management system for emergencies or disasters. The goal of the course is to provide students with a basic understanding of the Incident Command System, its organization, principles, basic terminology and common responsibilities. For more information: www.cpkn.ca/course_detail/ics_100_e.html	JIBC	7 hrs
Interviewing (Eng/Fr)	This course examines the various stages of a structured investigative interview and how to effectively communicate within each stage to get the information needed to proceed with a full investigation. It is also designed to build skills around investigating alibis and the difficult task of interviewing children. For more information: www.cpkn.ca/course_detail/interviewing_e.html	RCMP	2 hrs
Introduction to Disclosure (Eng/Fr)	Available March 31, 2010	RCMP	
Introduction to Human Sources	Introduction to Human Sources is an overview of basic best practices and procedures, as well as the recommended policy and guidelines, for handling human sources. Learners are introduced to fundamental report writing and note taking procedures as well as the applicable Canadian case law governing the use and handling of these investigative tools. Using a problem-based approach, this course will simulate many of the complexities, conflicts, and diverse issues raised during actual investigations involving human sources. For more information: www.cpkn.ca/course_detail/human_sources_e.html	RCMP	2 hrs

THE STATE OF E-LEARNING IN CANADIAN POLICING

Appendix 1: E-Learning Courses within the Canadian Police Community

Product	Description	Content Provider	Est. Hrs Online
Introduction to Incident Management Intervention Model (Eng/Fr)	N/A	RCMP	
ISEP – Authority to Search 200-2	Part of the Alberta-specific Investigative Skills Education Program	EPS	
ISEP – Court Testimony 200-3	Part of the Alberta-specific Investigative Skills Education Program	EPS	
ISEP – Crime Scene Management 200-1	Part of the Alberta-specific Investigative Skills Education Program	EPS	
ISEP – Criminology 200-1	Part of the Alberta-specific Investigative Skills Education Program	EPS	
ISEP – Ethical Decision Making 200	Part of the Alberta-specific Investigative Skills Education Program	EPS	
ISEP – Interviewing Victims, Witnesses, and Suspects 200-1	Part of the Alberta-specific Investigative Skills Education Program	EPS	
ISEP – Judicial Administration 200-3	Part of the Alberta-specific Investigative Skills Education Program	EPS	
ISEP – Note Taking 200-1	Part of the Alberta-specific Investigative Skills Education Program	EPS	
ISEP – Orientation 200	Part of the Alberta-specific Investigative Skills Education Program	EPS	
ISEP – Photographic Lineup 200-3	Part of the Alberta-specific Investigative Skills Education Program	EPS	
ISEP – Report Writing 200-3	Part of the Alberta-specific Investigative Skills Education Program	EPS	
ISEP Review – Interviewing Suspects 200-3	Part of the Alberta-specific Investigative Skills Education Program	EPS	
ISEP – Risk Effective Decision Making and Case Management 200-1	Part of the Alberta-specific Investigative Skills Education Program	EPS	
ISEP – Source Handling 200-2	Part of the Alberta-specific Investigative Skills Education Program	EPS	
ISEP – Source Warrant Drafting 200-2	Part of the Alberta-specific Investigative Skills Education Program	EPS	
Lesbian, Gay, Bisexual, Transgender Issues	This course is designed to assist police officers understand the issues specific to the Lesbian, Gay, Bisexual, Transgender (LGBT) community and effectively execute their duties while working within that community. This course identifies common terms and issues unique to this community and suggests courses of action for officers to follow when interacting with members of this group. For more information: www.cpkn.ca/course_detail/lgbt_e.html	TPS	45 min
Major Events Security (Eng/Fr)	N/A	RCMP	
Meth Lab	N/A	EPS	

THE STATE OF E-LEARNING IN CANADIAN POLICING

Appendix 1: E-Learning Courses within the Canadian Police Community

Product	Description	Content Provider	Est. Hrs Online
Meth Lab: First Responder	This comprehensive course will allow police officers to gain awareness in relation to clandestine meth laboratories and the specific risks associated with meth addicts. By understanding the methods of production, effects, and symptoms of meth, officers will be better able to detect lab locations, manage meth users, and safeguard against potential hazards present in a first response action. For more information: www.cpkn.ca/course_detail/meth_e.html	EPS	4 hrs
Missing Child: First Responder (Eng/Fr)	The Missing Child First Responder course provides standardized training for all front-line officers who may become a First Responder to a missing child case. It aims to help learners develop a better understanding of the different types of missing children and how to more effectively intervene when faced with Thrownaways or Runaways, Stranger Abductions or Parental Abductions. This course also includes an initiation to AMBER Alert program, which is a vital program in recovering missing children. For more information: www.cpkn.ca/course_detail/missingchild_e.html	RCMP -NMCS	4 hrs
National Sex Offender Registry (Eng/Fr)	The NSOR course was developed as the training tool for NSOR and the SOIRA. Training modules in this course explain the history and key elements surrounding NSOR and SOIRA, information collection procedures, disclosure of information, dealing with non-compliance, exemption, and termination orders and serving a notice to comply. This course helps police services meet the need to have personnel trained in issues surrounding SOIRA and NSOR. For more information: www.cpkn.ca/course_detail/nsor_e.html	RCMP - NSOR	1.5 hrs
Niche Records Management System	CPKN offers two unique training modules for the Niche Records Management System and police services utilizing CPKN's Niche e-learning courses have integrated the module(s) in different ways. For more information: www.cpkn.ca/registration/reginfo4_e.html	Cape Breton	3 hrs
Officer Drinking & Driving	Using video testimonials and other media, this course relates the very real impacts of drinking and driving through victims' stories. It also reviews the physiological effects of alcohol on the body, public perception of officer-involved offenses, and offenses related to drinking and driving. For more information: www.cpkn.ca/course_detail/drinking_driving_e.html	TPS	30 min
Police Ethics and Accountability (Eng/Fr)	Police Ethics and Accountability explores the complexities surrounding ethical decisions and dilemmas in policing. Focusing on ways to avoid improper and unethical conduct, this course helps officers ensure their behaviour, judgement, and decisions are appropriate in their day to day duties. For more information: www.cpkn.ca/course_detail/police_ethics_e.html	JIBC/Rick Parent	2 hrs
Problem-based Learning	N/A	Durham	25 min
Problem-based Learning II - Stories from the Field	N/A	Durham	35 min
Racial Profiling	N/A	TPS	
RADAR Refresher Training (Eng/Fr)	RADAR is an important tool in speed management. This course serves as a refresher for the experienced RADAR operator. Designed to complement other training, RADAR Refresher Training reviews the principles of speed management, the theory and technology behind RADAR, and the information officers require to effectively prepare for Court. For more information: www.cpkn.ca/course_detail/radar_refresher_e.html	York	4 hrs
RCMP Security Awareness (Eng/Fr)	N/A	RCMP	
Recognition of Emotionally Disturbed Persons (Eng/Fr)	Recognition of Emotionally Disturbed Persons will review the broad categories of EDPs and provide recommended response strategies and approaches to deal with individuals in crisis. It is designed to build first responders' confidence in dealing with EDPs they encounter in the field. For more information: www.cpkn.ca/course_detail/emotionally_disturbed_e.html	Dalhousie University	2 hrs

THE STATE OF E-LEARNING IN CANADIAN POLICING

Appendix 1: E-Learning Courses within the Canadian Police Community

Product	Description	Content Provider	Est. Hrs Online
Recruit Operations (Durham specific)	N/A	Durham	
Search & Seizure: Warrantless Authorities (Temporarily unavailable - course is under review)	The Search and Seizure: Warrantless Authorities course describes the fundamental knowledge required by police officers to lawfully conduct an effective search and/or seizure. Based upon the Charter of Rights and Freedoms, this course explains the knowledge required to conduct warrantless search and seizures without violating an individual's right of privacy. For more information: www.cpkn.ca/course_detail/searchseizure_e.html	WPS	4 hrs
Suspect Apprehension Pursuits (Durham specific)	N/A	Durham	25 min
Suspect Apprehension Pursuits	SAP uses a variety of learning applications including high-quality animations, games, illustrations, and tutorials, to demonstrate techniques and explain course materials. This course can be utilized as a stand-alone training tool or as part of a blended training curriculum to meet the requirements of individual Police Services For more information: www.cpkn.ca/course_detail/searchseizure_e.html	OPC	1.5 hrs
Theory of Communication & Memory (Eng/Fr)	This course explores how communication is influenced by human perceptions, and how to recognize and avoid biases when communicating and investigating. It will discuss the importance of effective listening and establishing and maintaining a good rapport with a subject. It also introduces the more widely agreed upon ideas about memory and retrieval processes, as well as how certain questioning techniques can affect memory. For more information: www.cpkn.ca/course_detail/communication_memory_e.html	CPKN; RCMP	2 hrs
Theory of Truth & Deception (Eng/Fr)	Improving skills to differentiate between truth and deception requires recognition of the importance of communication, an understanding of basic interviewing concepts, and a desire to become a proficient investigator. With practice, the knowledge, skills, and attitudes needed to obtain information become more developed and the ability to read verbal, nonverbal, and paralinguistic indicators of deceit become enhanced. For more information: www.cpkn.ca/course_detail/truth_deception_e.html	RCMP	2 hrs
Threats to School Safety	This course focuses on the key issues to understanding and investigating Threats to School Safety. In addition to instructing officers on the information and techniques relevant to the investigation of a school related shooting and an Active Attacker, this course prepares officers to respond to and deal with threats in a school environment, communicate information to specialized police investigators, and increase their safety in interactions with a threat. This course also reviews the dynamics of an Active Attacker and the tactical solutions to be utilized during high risk situations at schools. For more information: www.cpkn.ca/course_detail/threats_school_safety_e.html	TPS	45 min
Urban Gang Dynamics	The Urban Gang Dynamics course focuses on the key issues to understanding and investigating street gang related crimes. It is designed to instruct officers on information and techniques relevant to investigations of a single gang member or gang, or a multi-jurisdictional criminal organization. For more information: www.cpkn.ca/course_detail/gangdynamics_e.html	TPS	2 hrs
WHMIS	Ontario-specific - may be made available on CPKN	Durham	30 min
Workplace Discrimination and Harassment	N/A	Durham	20 min

THE STATE OF E-LEARNING IN CANADIAN POLICING

Appendix 1: E-Learning Courses within the Canadian Police Community

Courses Under Development or Scheduled for Development

Product	Description	Content Provider	Est. Hrs Online
1. Aboriginal Awareness and Contraband Tobacco		RCMP	
2. Aboveground Storage Tank Systems		RCMP	
3. Applying the Use of Force Model	For consideration by OPVTA as an eLearning initiative		
4. Basic Legislation for Criminal Intelligence		RCMP	
5. Basic Security Training	Targeted to provincial standards for private security training- may be an opportunity to share provincially	JIBC	
6. Child Exploitation Tracking System		RCMP; NPSNCECC	
7. Coach Officer Training	Available Spring 2010	OPC	2 hrs
8. Communicable Disease Awareness		Durham	
9. Courtroom Testimony		RCMP	
10. Customs & Excise	100% on-line	RCMP	7 hrs
11. Diversity Training • Teaching Diversity: What Instructors Should Know (TBD) Other topics of interest: • Elder (TBD) • Intro. (TBD)	Other modules need further analysis.		
12. Domestic Violence		Durham	
13. Domestic Violence –Part 2 (BC specific) – Fall 2010	Domestic Violence Risk Assessment will be mandatory for all front line police in BC	BC Sol Gen	3 hrs
14. Emergency Medical Response		RCMP	
15. Emotional Intelligence (Problem Based Learning)		Durham	
16. Excited Delirium		Calgary	1 hr
17. Exempt Bank		RCMP	
18. Extremism/Terrorism	For future consideration – 2009/10	TPS	
19. First Nations Policing		OPP	1 hr
20. Firearms Verification		CFP	4 hrs
21. FleetNet Radio Refresher Training	Contains OPP-Specific policies and procedures.	OPP	1 hr
22. Forensic Evidence Collection	Available fiscal 2010/11	RCMP	2 hrs
23. Frontline Supervisor Training (Eng/Fr)	Available in fiscal 2010/11	OPC	4 hrs
24. Intelligence Services and Covert Operations		TPS	

THE STATE OF E-LEARNING IN CANADIAN POLICING

Appendix 1: E-Learning Courses within the Canadian Police Community

Product	Description	Content Provider	Est. Hrs Online
25. Intercept of Private Communication (Part IV)	100% on-line	RCMP	4 hrs
26. International Police Peace Operations (Blended)		RCMP	7 to 20 hrs
27. Management Development Program (Blended)		RCMP	Over one year period
28. Media Communications		CBRPS	
29. Occupational Health & Safety for Frontline Officers	Available fiscal 2010/11	TPS	2 hrs
30. Occupational Health & Safety for Supervisors	Available fiscal 2010/11	TPS	2 hrs
31. Police Information Portal (Eng/Fr)	Available in April 2010	London Police Service	1 hr
32. Pre-Incident Indicators		RCMP	
33. Preventing Officer Involved Collisions (Eng/Fr)	Available in June 2010	OPP	1 hr
34. Prisoner Care and Control (for Cell Supervisors)		Durham	
35. Report Writing (based on Versadex)		Durham	
36. Seized Firearms Safety (Eng/Fr)	Available in fiscal 2010/11	CFP	2 hrs
37. St. John Ambulance First Aid	www.cpkn.ca/course_detail/sja_first_aid_e.html	SJA	6-10
38. Stress Management (Eng/Fr)	Available in fiscal 2010/11	TEMA Conter	1 hr
39. Stretch to the Limit	Available in March 2010; proper ergonomics inside vehicles	YRP	1 hr
40. Supervisor Development Program (Blended)		RCMP	Over one year period

THE STATE OF E-LEARNING IN CANADIAN POLICING

APPENDIX 2 : Police Resources in Canada, 2009

*The information provided in this section is from Statistics Canada's **Police Resources in Canada, 2009**. The data presented was collected through Statistics Canada's **Police Administration Survey** and represents police personnel as of May 15, 2009.**

Overview of Policing in Canada

Policing in Canada is the responsibility of all three levels of government: federal, provincial/territorial and municipal. While the federal government is responsible for criminal law, under the *Constitution Act*, each province and territory assumes responsibility for its own policing at the provincial, territorial and municipal levels. Further, many First Nations communities also administer their own police service.

Federal Policing

The federal government, through the (RCMP), is responsible for the enforcement of federal statutes in each province and territory, and for providing services such as forensic laboratories, identification services, the Canadian Police Information Centre (CPIC), and the Canadian Police College.

Provincial/Territorial Policing

Provincial policing involves enforcement of the *Criminal Code* and provincial statutes within areas of a province not served by a municipal police service (i.e., rural areas and small towns). In some cases, police boundaries may overlap. For example, in some areas provincial police perform traffic duties on major provincial thoroughfares that pass through municipal jurisdictions.

Newfoundland and Labrador, Yukon, the Northwest Territories and Nunavut are the only areas in Canada without municipal police services. In Newfoundland and Labrador the Royal Newfoundland Constabulary, which is a provincial police service, provides policing to the three largest municipalities (St. John's, Corner Brook, and Labrador City) as well as to Churchill Falls. Newfoundland and Labrador contracts the RCMP to provide policing to the remaining municipalities and the rural areas.

The RCMP provides provincial/territorial policing and community policing services in all provinces and territories except Quebec and Ontario, which maintain their own provincial police services: the *Sûreté du Québec* and the Ontario Provincial Police, respectively. In Ontario and Quebec, the RCMP only provides policing at the federal level.

Where a provincial policing contract is granted to the RCMP, the RCMP automatically assumes the provincial policing powers. In the provinces and territories where the RCMP are contracted to provide provincial level policing, the provinces are billed 70% of total contract costs in most cases. The remaining funds come from the federal government.

Municipal Policing

Municipal policing consists of enforcement of the *Criminal Code*, provincial statutes, and municipal by-laws within the boundaries of a municipality or several adjoining municipalities that comprise a region (e.g., Durham Regional Police in Ontario) or a metropolitan area (e.g., Montréal Urban Community). Municipalities have three options when providing municipal policing services: to form their own police force, to join an existing municipal police force, or to enter into an agreement with a provincial police force or the RCMP. In cases where the RCMP is granted a policing contract to police a municipality, under the billing agreement, municipalities with a population under 15,000 are billed 70% of total expenditures, and municipalities of 15,000 and over are billed 90% of total costs.

First Nations Policing

In addition to federal, provincial/territorial and municipal policing, there are also various types of First Nations policing agreements for Aboriginal communities in place across Canada. The First Nations Policing Policy (FNPP)[†], announced in June 1991 by the federal government, was introduced in order to provide First Nations across Canada (with the exception of Northwest Territories and Nunavut) with access to police services that are professional, effective, culturally appropriate, and accountable to the communities they serve.

The FNPP is implemented across Canada through tripartite agreements negotiated among the federal government, provincial or territorial governments and First Nations. The agreements are cost-shared 52% by the Government of Canada and 48% by the province involved. Depending on the resources available, the First Nation may develop and administer its own police service, as is the case in most of Québec and Ontario, or it may enter into a Community Tripartite Agreement (CTA). Like self-administered agreements, CTAs are negotiated between the Federal government, the province or territory in which the First Nation is located, and the governing body of the First Nation. Under such agreements, the First Nation has its own dedicated contingent of officers from an existing police service (usually the RCMP). Best efforts are made for these police services to be staffed by Aboriginal police officers.

* Statistics Canada. 2009. "Overview of policing in Canada." *Police Resources in Canada, 2009*. Statistics Canada Catalogue no. 85-225-X. Ottawa, Ontario. p. 8-9.

[†] Public Safety and Emergency Preparedness Canada. First Nations Policing Policy. Aboriginal Policing. <http://www.psepc-sppcc.gc.ca>.

THE STATE OF E-LEARNING IN CANADIAN POLICING

ENDNOTES

1. B. Veenhof, Y. Clermont and G. Sciadas, *Literacy and Digital Technologies: Linkages and Outcomes* (Ottawa: Statistics Canada, 2005), Catalogue no.56F0004MIE2005012.
2. Veenhof, Clermont and Sciadas, *Literacy and Digital Technologies*.
3. Ipsos Reid, "Canadian laptop ownership set to increase over next two years," press release (Calgary: Oct. 2, 2008), www.ipsos-na.com/news (accessed Oct. 3, 2008).
4. Solutions Research Group, *Age of Disconnect Anxiety and Four Reasons Why it's Difficult to Stay off the Grid—Canadian Research Summary* (Toronto: March 2008). Cited in Grant Robertson, "Internet, cellphone: the new essentials," *Globe and Mail* (Oct. 23, 2008).
5. References are numerous. For examples, see OECD, *Trends Shaping Education—2008 Edition (Paris: 2008)*; and G. Sciadas, *Our Lives in Digital Times* (Ottawa: Statistics Canada, Science, Innovation and Electronic Information Division, Nov. 2006), Catalogue no. 56F0004MIE no. 014.
6. Veenhof, Clermont and Sciadas, *Literacy and Digital Technologies*.
7. Government of Canada. *Improving Canada's Digital Advantage: Strategies for Sustainable Prosperity* (Ottawa: 2010) Available at: <http://de-en.gc.ca/consultation-paper/consultation-paper-10/> (accessed July 12, 2010)
8. Government of Canada, *Digital Economy Consultation* Available at: digitaleconomy.gc.ca (accessed July 12, 2010)
9. Toru Iiyoshi and M. S. Vijay Kumar (eds.), *Opening Up Education: The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge* (Cambridge, MA: The MIT Press, 2008).
10. Iiyoshi and Kumar, *Opening Up Education*.
11. Rossiter Consulting, *State of the Field Review in E-Learning* (Ottawa: Canadian Council on Learning, August 2006). Available at: www.ccl-cca.ca (accessed Oct. 17, 2008).
12. John Bersin, *Budget and Staffing Trends* (February 2007). Cited in Hay Group, *A National Diagnostic on Human Resources in Policing* (Ottawa: Police Sector Council, October 2007).
13. Canadian Council on Learning. *State of E-learning in Canada*. (Ottawa: May 2009).
14. Irish Information Society, quoted in Marianne Doczi, *Information and Communication Technologies and Social and Economic Inclusion* (Welland, New Zealand: Ministry of Economic Development, 2000). Available at: www.med.govt.nz/templates/MultipageDocumentTOC_____9662.aspx (accessed Oct. 24, 2008).
15. Human Resources Development Canada, *Knowledge Matters: Skills and Learning for Canadians* (Ottawa: 2002), Catalogue no. RH64-13/2002.
16. Conference Board of Canada, *Employability Skills 2000+* (Ottawa: May 2000). Available at: www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb (accessed Nov. 5, 2008).
17. Bethany Hall and Stewart Cotterill, *E-learning: IT Competencies, Computer Literacy and Student Attitudes to E-learning* (Dorset, UK: Bournemouth University, 2004). Available at: [www.bournemouth.ac.uk/cap/documents/Elearning%20\(SC\).pdf](http://www.bournemouth.ac.uk/cap/documents/Elearning%20(SC).pdf) (accessed Nov. 7, 2008).
18. Jason L. Frand, "The information age mindset," *EDUCAUSE Review* 35, no. 5 (2000): 14–20. Cited in Hall and Cotterill, *E-learning: IT Competencies, Computer Literacy and Student Attitudes to E-learning*.
19. Elaine Allen and Jeff Seaman, *Staying the Course: Online Education in the United States, 2008* (Needham, MA: Sloan-C, 2008)
20. Conference Board of Canada, "About workplace literacy and basic skills," Available at: www2.conferenceboard.ca/workplaceliteracy/about-skills.asp (accessed Nov. 5, 2008).
21. Canadian Council on Learning. *State of E-learning in Canada*. Ottawa: May 2009.

THE STATE OF E-LEARNING IN CANADIAN POLICING

Endnotes

22. Michael Williamson and Valerie Irvine, *E-Learning in Canada* (Ottawa: Human Resources and Skills Development Canada, April 2003).
23. Hay Group, *A National Diagnostic on Human Resources in Policing* (Ottawa: Police Sector Council, October 2007).
24. Police Sector Council, *Policing Environment 2005: Update of the 2000 sector study and implications for HR planning and management today and into the future* (Ottawa: March 2006).
25. Police Sector Council, *Policing Environment 2005*.
26. Debbie Murray, *E-Learning for the Workplace: Creating Canada's Lifelong Learners* (Ottawa: Conference Board of Canada, Sept. 2001), Catalogue no. RH34-20/2002E.
27. Andrée Roy and Louis Raymond, "Meeting the training needs of SMEs: is e-learning a solution?," *The Electronic Journal of e-Learning* 6, no. 2 (2008): 89–98. Available at: www.ejel.org (accessed Oct. 20, 2008).
28. D. R. Garrison and Terry Anderson, *E-Learning in the 21st Century: A Framework for Research and Practice* (London and New York: Routledge, 2003).
29. OECD, *Trends Shaping Education—2008 Edition* (Paris: 2008)
30. Nicole Wagner, Khaled Hassanein and Milena Head, "Who is responsible for e-learning success in higher education? A stakeholders' analysis," *Educational Technology & Society* 11, no. 3 (2008): 26–36.
31. Wagner et al., "Who is responsible for e-learning success in higher education?".
32. OECD, *E-Learning in Tertiary Education: Where do we Stand?* (Paris: 2005).
33. Chartered Institute of Personnel and Development, *Latest Trends in Learning, Training and Development: Reflections on the 2007 learning and development survey*. Cited in Hay Group, *A National Diagnostic on Human Resources in Policing* (Ottawa: Police Sector Council, October 2007).
34. Conference P. Derek Hughes and Alison Campbell, *Learning and Development Outlook 2009: Learning in Tough Times* (Ottawa: Conference Board of Canada, August 2009).
35. Saul Carliner and Patti Shank, eds., *The E-Learning Handbook: A Comprehensive Guide to Online Learning* (San Francisco: Pfeiffer/John Wiley & Sons, 2008).
36. Michael Bloom, *E-Learning in Canada: Findings from 2003 E-Survey—Top Line Findings from a Survey of the Customers on Current E-Learning Practices* (Ottawa: The Conference Board of Canada, 2003). Available at: www.conferenceboard.ca (accessed Nov. 5, 2008).
37. Philip C. Abrami, Robert M. Bernard, C. Anne Wade et al., *A Review of E-Learning in Canada: A Rough Sketch of the Evidence, Gaps and Promising Directions* (Ottawa: Canadian Council on Learning, 2006). Available at: www.ccl-cca.ca (accessed Oct. 15, 2008).
38. C. Ungerleider and T. Burns, "Information and communication technologies in elementary and secondary education: a state of the art review," prepared for and presented at the 2002 Pan-Canadian Education Research Agenda Symposium, Montreal, April 30–May 2, 2002.
39. Tamin, R (2009) Concordia University, Centre for the Study of Learning and Performance.
40. Schmid, R (2009) Concordia University, Centre for the Study of Learning and Performance.
41. U.S. Department of Education, *Evaluation of Evidence-Based Practices in Online Learning. A Meta-Analysis and Review of Online Learning Studies* (2009)
42. Bethany Hall and Stewart Cotterill, *E-learning: IT Competencies, Computer Literacy and Student Attitudes to E-learning* (Dorset, UK: Bournemouth University, 2004). Available at: [www.bournemouth.ac.uk/cap/documents/Elearning%20\(SC\).pdf](http://www.bournemouth.ac.uk/cap/documents/Elearning%20(SC).pdf) (accessed Nov. 7, 2008).
43. Wagner et al., "Who is responsible for e-learning success in higher education?".
44. P. Abrami and H. Barrett, "Directions for research and development on electronic portfolios," *Canadian Journal of Learning and Technology* 31, no. 3 (2005): 1–15. Cited in Chapter 1 in Carliner and Shank, *The E-Learning Handbook: A Comprehensive Guide to Online Learning*.
45. Allison Rossett, Felicia Douglis and Rebecca V. Frazee, "Strategies for building blended learning," *Learning Circuits*: June 2003. Cited in Chapter 1 in Carliner and Shank, *The E-Learning Handbook: A Comprehensive Guide to Online Learning*.

THE STATE OF E-LEARNING IN CANADIAN POLICING

Endnotes

46. Jennifer Hoffman, *The Synchronous Trainer's Survival Guide* (San Francisco: Pfeiffer, 2003). Cited in Chapter 1 in Carliner and Shank, *The E-Learning Handbook: A Guide to Online Learning*.
47. Police Sector Council, *Policing Environment 2005*.
48. Police Sector Council, *Policing Environment 2005*.
49. Human Resources Development Canada (HRDC), *Strategic Human Resources Analysis of Public Policing in Canada*. 2000.
50. Canadian Council on Learning. *State of E-learning in Canada*. Ottawa: May 2009.
51. Canadian Council on Social Development (CCSD), *Employment and Education: Urban Poverty in Canada, 2000* (Ottawa: 2007). Available at www.ccsd.ca/pubs/2007/upp/employment_education.pdf (accessed May 20, 2009).
52. Robert E. Hall, "The macroeconomy and the determinants of the earnings of less-skilled workers," in Rebecca M. Blank, Sheldon H. Danziger and Robert F. Schoeni, eds., *Working and Poor: How Economic and Policy Changes are Affecting Low-Wage Workers* (New York: Russell Sage Foundation, 2006). Cited in Susan J. Lambert, "Lessons from the policy world: how the economy, work supports, and education matter for low-income workers," *Work and Occupations* 36, no. 56 (2009): 56–65.
53. Hay Group, *A National Diagnostic on Human Resources in Policing*.
54. Hay Group, *A National Diagnostic on Human Resources in Policing*.
55. Brian W. Donavant, "To Internet or Not?: Assessing the Efficacy of Online Police Training" *American Journal of Criminal Justice* 34 no.3-4 (2009): 224-237
56. M. Napier, "The need for higher education". *Law and Order*, 51(9), 86–92. (2005). Cited Brian W. Donavant, "To Internet or Not?: Assessing the Efficacy of Online Police Training."
57. Hay Group, *A National Diagnostic on Human Resources in Policing*.
58. Hay Group, *A National Diagnostic on Human Resources in Policing*.
59. Police Sector Council, *Policing Environment 2005*.
60. Hay Group, *A National Diagnostic on Human Resources in Policing*.
61. Police Sector Council, *E-Learning Curriculum: "End-of-Project Report,"* Project Report : Project #08 (2008-2009) (May 30, 2009)
62. Police Sector Council, *E-Learning Curriculum: "End-of-Project Report."*
63. Police Sector Council, *Policing Environment 2005*.
64. Hay Group, *A National Diagnostic on Human Resources in Policing*.
65. Hay Group, *A National Diagnostic on Human Resources in Policing*.
66. Hay Group, *A National Diagnostic on Human Resources in Policing*.
67. Police Sector Council, *Policing Environment 2005*.
68. OECD, *E-Learning in Tertiary Education: Where do we Stand?*.
69. Towards Maturity Community Interest Company, "Towards maturity—technology boosts workplace skills" (Feb. 6, 2007). Available at: www.towardsmaturity.org/article/2007/02/06/towards-maturitytechnologyboosts-workplace-skill/ (accessed Nov. 13, 2008).
70. Kim Waggoner and Tom Christenberry, "Virtual Learning: Distance Education for Law Enforcement" *FBI Law Enforcement Bulletin* 66 no. 10 (1997): 1-8.
71. Susan Reiswerg, "Distance Learning: Is It the Answer to Your Department's Training Needs" *Police Chief* 72 no. 10 (Virginia, US: International Association of Chiefs of Police, October 2005) Available at: policechiefmagazine.org/magazine/index.cfm?fuseaction=display_arch&article_id=726&issue_id=102005 (accessed July 12, 2010)
72. Susan Reiswerg, "Distance Learning: Is It the Answer to Your Department's Training Needs."
73. Ian K. McKenzie, "Distance learning for criminal justice professionals in the United Kingdom: Development, quality assurance and pedagogical proprieties" *Journal of Criminal Justice Education* 13 no. 2 (November 2002): 231 – 249.

THE STATE OF E-LEARNING IN CANADIAN POLICING

Endnotes

74. Nadia Boni, Kim Adams and Michelle Circelli, *Educational & Professional Development Experiences of Female & Male Police Employees*, Report Series No. 138.1 (Australasian Centre for Policing Research: 2001).
75. G. F. Trovato, "A study of factors impacting Ontario police participation in higher education." ProQuest Information & Learning). *Dissertation Abstracts International Section A: Humanities and Social Sciences* 69 no. 6 (2008): 2094-2094.
76. Bloom, *E-Learning in Canada: Findings from 2003 E-Survey*.
77. Brian W. Donavant, "The new, modern practice of adult education: Online instruction in a continuing professional education setting." *Adult Education Quarterly* 59 no. 3, (2009): 227-245.
78. Brian W. Donavant, *Efficacy of distance learning for professional development of police officers*. Unpublished doctoral dissertation (University of Southern Mississippi, Hattiesburg: 2007).
79. Devine, K; C. Clarke, and N. Lipinski (2010) On-Line Leadership Training for Law Enforcement. *International Police Training Journal*. Issue 1 July 2010. Available at: [www.interpol.int/pv_obj_cache/pv_obj_id_CAC529D90D7BB18317AD9E71F10107EF20940300/ filename/journal02.pdf](http://www.interpol.int/pv_obj_cache/pv_obj_id_CAC529D90D7BB18317AD9E71F10107EF20940300/filename/journal02.pdf)
80. Brian W. Donavant, "To Internet or Not?: Assessing the Efficacy of Online Police Training."
81. L. Nadler and Z. Nadler, *Designing training programs: The critical events model*. (Houston, TX: 1994). Cited in Brian W. Donavant, "To Internet or Not?: Assessing the Efficacy of Online Police Training"
82. CPKN, "RADAR Refresher Training: Free Learning Event," *News* (Feb. 25, 2010) Available at: www.cpkn.ca/news_e.html (accessed July 12, 2010).
83. Bertrand Dory, "Is there a return on investment for e-learning?," *e-mentor* 10, no. 3 (2005). Available at: www.e-mentor.edu.pl (accessed Nov. 5, 2008).
84. Dory, "Is there a return on investment for e-learning?"
85. Dory, "Is there a return on investment for e-learning?"
86. Dory, "Is there a return on investment for e-learning?"
87. Skillsoft, What Return on Investment does E-learning Provide?, white paper (Nashua, NH: July 2005). Available at: www.e-learningcentre.co.uk
88. Susan Reiswerg, "Distance Learning: Is It the Answer to Your Department's Training Needs."
89. S. Reiswerg, "Distance learning: Is it the answer to your department's training needs. *Police Chief* 72 no. 10 (2005): 44-52.
90. Nadia Boni, Kim Adams and Michelle Circelli, *Educational & Professional Development Experiences of Female & Male Police Employees*, Report Series No. 138.1 (Australasian Centre for Policing Research: 2001).
91. Selcuk Zengin, *E-Learning and In-Service Training: an Exploration of the Beliefs and Practices of Trainers and Trainees in the Turkish National Police*, M.A. Dissertation (University of North Texas: August 2007)
92. Terry Anderson, "Role and function of theory in online education development and delivery—toward a theory of online learning," in T. Anderson and F. Elloumi, eds., *The Theory and Practice of Online Learning* (Edmonton: Athabasca University Press, 2008). Available at: cde.athabascau.ca/online_book (accessed Oct. 28, 2008).
93. Police Sector Council, E-Learning Curriculum: "End-of-Project Report."
94. Hay Group, *A National Diagnostic on Human Resources in Policing*.
95. Travis, J. (1995). Education in law enforcement: Beyond the college degree. *CJ the Americas*, 8(3), 1.
96. Julia Scott, Doug Evans and Arvind Verma, "Does Higher Education Affect Perceptions Among Police Personnel? A Response from India," *Journal of Contemporary Criminal Justice* 25 no. 2 (May 2009): 214-236.
97. Jason Rydberg and William Terrill, "The Effect of Higher Education on Police Behavior," *Police Quarterly* 13 no. 1 (2010): 92-120.
98. Luis Garicano and Paul Heaton, *Information Technology, Organization, and Productivity in the Public Sector: Evidence from Police Departments*, CEPDP, 826. (London, UK: Centre for Economic Performance, London School of Economics and Political Science, 2007)
99. Police Sector Council, *Policing Environment 2005*.
100. Hay Group, *A National Diagnostic on Human Resources in Policing*.
101. Toronto Police Services, *2008 Environmental Scan*, (Toronto: July 2008).

* Images throughout the report courtesy of PSC and CPKN