



INTERPOL



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Welcome to the fifth edition of
INTERPOL's International police
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The 5th edition of the INTERPOL International Police Training Journal brings you fascinating new insights from around the globe.

Our first article comes from a number of research studies done by Gregory P. Kratzig of the Royal Canadian Mounted Police (RCMP), examining whether pistol shooting skills could be acquired in a simulated environment as effectively as in live-fire. They tested their theories out on new cadets, and their conclusions may prove very valuable for the future of firearms training.

Next, authors Kim Armstrong and Curtis Clarke explore the relationship between training and litigation. As litigation becomes increasingly a reality for most police agencies, they examine how training can reduce the risk of civil litigation and its more proactive role in broader risk mitigation.

Following this, the Police Psychological Services Division of the Singapore Police Force (SPF) brings us a discussion of how they developed the Leadership Competency Framework (LCF), and how the LCF was then translated into leadership development activities and leadership training. They cite several important lessons learned through this process which will be helpful to other countries seeking to follow suit.

Next is an article from China written by Li Yongtao, from the China Criminal Police University, and John Nixon from the School of Policing Studies, Charles Sturt University, which introduces the case study multi-dimensional teaching method, which has been implemented for many years in the police cadet training course of criminal investigation.

Finally, Ewa Wasiewski from the University of Alberta argues in favour of a developmental evaluation approach for the new Alberta Peace Officer Investigator Program, involving a continuous and ongoing evaluation throughout the curriculum process.

IGEPT would like to thank our editors – Dr Curtis Clarke (Canada), Norbert Unger (Germany), Kurt Eyre (UK), and Connie Patrick (USA) as well as all who contributed to this edition. Keep an eye out for our sixth edition, which will be published in the course of the year.

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For comments and contributions, please contact the editors:

Editor in Chief:
Dr. Curtis Clarke: curtis.clarke@gov.ab.ca

Copy to:
Norbert Unger: norbert.unger@bka.bund.de
Kurt Eyre: kurt.eyre@npia.pnn.police.uk
Connie L. Patrick: connie.patrick@dhs.gov

Case study multi-dimensional teaching method: Using real criminal cases in Chinese police cadet training

This paper, based on the empirical research of using real criminal case studies in police cadet training programs in the China Criminal Police University, systematically introduces the case study multi-dimensional teaching method (CMTM) which has been implemented for many years in the police cadet training course of criminal investigation. To begin with, the paper briefly introduces the use of case study teaching as a methodology and discusses its acceptance as a viable method of teaching by universities in other parts of the world as well as in China. For a full copy of this work please contact the authors.

Introduction

The use of case studies as a teaching method can be seen in use worldwide. Harvard University is usually considered a leader in the development of the theory and practices of case study teaching methods (Center for Teaching and Learning, 1994; D'Souza, 2011; Harvard Law School, 2012b; Foran, 2001). The Harvard Law School has outlined a clear definition of case studies.

Case studies are educational tools that engage readers in active learning by putting them squarely in the shoes of real people wrestling with real dilemmas. As students read a case, prepare assignments, and actively participate in class discussions and exercises, they learn how best to approach the problems described in the case. Cases are used to illustrate a particular set of learning objectives, and (as in real life) rarely are there exact answers to the dilemma at hand. The case study will provide readers with an overview of the issue, background on the setting (typically the individual, company/institution, industry, and larger environment), the people involved, and the events that led to the problem or decision at hand. (2012a: website, n.p.)

The Center for Teaching and Learning (CTL) at Stanford University produced further detailed information on teaching with case studies, including the concept, the goals, the functions, the creation, the implementation and the assessment of case study teaching methods (Center for Teaching and Learning, 1994). According to their information, case studies can help 'assess students' ability to synthesize, evaluate, and apply information and concepts learned in lectures and texts' (ibid.: 1). Teaching with case studies usually embodies three basic steps: preparing a case study, class discussion of the case study and summarizing the result of the

class discussion. Preparing an effective case study can be time consuming. To help limit the initial investment of time, CTL suggested alternatives of 'basing cases on actual events or experiences', 'experimenting and sharing cases with colleagues for comments and suggestions', and borrowing some from the published cases (ibid.: 2). Harvard Law School also emphasised the importance of this use of team work in creating case studies (Harvard Law School, 2012a). As well as preparing a case study, there is also a need to give students clear instructions on what their responsibilities are in preparing to discuss a case in class and what major concepts they should know and rely on (Center for Teaching and Learning, 1994).

When dealing with case studies, keeping the class discussion alive is essential for the success of case study teaching and learning practices. The case study teaching method is 'a student-centered highly-interactive pedagogy that changes the classroom process into a collective search for an analysis and/or solution to a specific problem based on a case' (Foran, 2001: 45). Therefore, the

Li Yongtao,

Associate Professor, China Criminal Police University,

lyt1207@163.com

John Nixon,

Lecturer, School of Policing Studies, Charles Sturt University,

jnixon@csu.edu.au

interaction between the teacher and students, along with cooperative interaction between students is essential for the success of employing the case study method. Teachers should act as facilitators instead of being didactic, while the students should play the major role in the learning. As a facilitator, the teacher should be adept at asking good questions 'to make sure that all the angles of the case are carefully considered' (Center for Teaching and Learning, 1994: 3), knowing when and how to present students with more information and encouragement to push the discussion forward, just like using the accelerator at the right time and with the right strength to keep a car moving smoothly. Teachers should be good at identifying opposing views, asking questions to stimulate debate(s), encouraging input from others on either side until the students uncover most or all of the learning points. The dynamic interaction and cooperation between students is an important hallmark of an excellent case study discussion, where students actively participate in presenting, debating and role-playing (Harvard Law School, 2012a).

To add more insights into case study teaching methods, this paper, systematically introduces the case study multi-dimensional teaching method (shortened as CMTM) that has been employed in Chinese police training. First, the paper introduces the aims and objectives of the CMTM. Then it focuses on the stages of implementing the CMTM, including the preparation of case studies, organization of the class, and the summation of the class discussions. Following that, the results and efficiency of the CMTM is analysed in accordance with first-hand data collected during the teaching process. Finally, it proposes suggestions for improving the CMTM in police training and education.

The Aims and Objectives of the CMTM

Criminal investigation science is an applied subject that studies the laws and features of crimes so as to learn how to effectively solve future criminal cases. This involves the summation and abstraction of the experiences gained through former successful and unsuccessful criminal investigations as theoretical guidance for frontline criminal investigation practice. In the practice of criminal investigation, on one hand, various cases share many commonalities that are worthy of being concentrated into theories for guiding practice; on the other hand, each case has its own particularities that require specific reflections. Therefore, in the process of criminal investigation teaching and training, it is of high significance to effectively and reasonably analyse criminal cases from multi-dimensional

perspectives so that they can play an instructive role in developing and improving police cadets' capacities for observing, analysing and solving criminal investigative problems.

The Organization and Implementation of the CMTM

Preparations before teaching are the prerequisite and basis for the success of conducting the CMTM. Without sufficient and logical teaching designs, there will be much less chance of high achievements in the teaching activities. The preparing stage mainly includes two tasks: collecting real criminal cases and making CAI (computer-assisted-instruction) designs.

The criminal cases used in the CMTM mainly come from three sources: first-hand case materials provided by the frontline police agencies, video materials downloaded from the TV and the internet, and some classical cases collected in written documents. Among these three types of data, the first two take up of 40% respectively because of their attributes of visibility, vividness and reality. The last type of data makes up approximately 20%, focusing on those very famous cases. All these cases focus on crimes committed within China, with well-known cases committed in some foreign countries as a complement.

In the process of collecting cases, the criterion of variety must be followed. The cases must embody those where the criminal investigation activities have been expertly conducted and those that have not been; those that have been successfully solved and those that criminals are still unknown or at large; those that occurred in China and some typical ones from abroad; those that represent the commonality of the same category of crimes and those that reflect the particularity of a specific case; those that manifest the new investigative technology and those that prove the enduring usefulness of traditional 'gumshoe' and 'flatfoot' (Monheim, 2006) measures.

After the cases have been collected, it comes to the stage of editing cases and designing CAI. This stage is considered to be the key stage that determines the success or failure of a training class using the CMTM. In the process of CAI designing, we need to maintain the wholeness and realness of the collected cases as well as to consider the particular teaching objects and the limitations of practical conditions. Generally speaking, the cases are edited in accordance with the following six case-solving stages and relevant teaching measures and goals (see table 1):

These six stages are based on the basic steps in real criminal investigation, being conducted step by step, which will not only manifest each respective chronological stage of criminal investigation process, but also ensure the continuity and integrity of the whole process. Each chronological stage may put stress on different teaching goals, but as a whole, the teaching process always aims at cultivating the trainees' abilities of solving criminal cases in the real world. The CAI designs must integrate with the content of theoretical lectures, and the appropriate use of selections from the case materials, avoiding the practice of replacing lectures by over use of video materials. Video and photo materials serve as the means of reconstructing case scenarios and the premises for leading students into the scenarios; the ultimate purpose is to improve students' abilities and skills through guiding them to discuss and analyse real cases; the teachers' comments and interpretations are those last important touches that could bring 'a painted dragon to life'.

Concluding Remarks

The CMTM is one of our exploratory trials in the criminal investigation discipline teaching reform programs at the China Criminal Police University. The CMTM creates an open, dynamic and interactive teaching environment. In the process of teaching with case studies from multi-dimensions, teachers give students guidance, encouragement and critique to help them probe further in investigative practices. Students 'experience' personally the process of criminal investigation through 'investigating' real criminal cases which put them in the shoes of real police detectives. Meanwhile, the feedback and responses of the students give the teachers some inspiration for improving case study teaching methods which will help improve the overall effect of police cadet training and cultivate more qualified future police officers.

The CMTM does have many advantages in training police cadets, because 'using cases can be an invigorating approach to teaching, and can help your students take much more responsibility for their own learning in your class' (Center for Teaching and Learning, 1994: 3). But case studies should never totally replace theoretical lectures because 'cases are not necessarily the best way to communicate large amounts of new information' (ibid.: 3). Furthermore, students usually need to grasp certain amounts of professional background knowledge before they are able to adequately employ theoretical knowledge to effectively solve a real case. In our teaching programs, the CMTM are usually employed for training those students in year 3 or 4 who have learned at least primary law disciplines and have mastered certain police professional knowledge and skills.

In other words, the CMTM must be integrated with theoretical lectures, but the latter goes first. Lectures tell students about the basic principles that have been accumulated and abstracted in criminal investigation practice. The major purpose of case studies is to test whether students are capable of employing these basic principles to the practice of criminal investigation. The purpose of mastering any principles or theories is to use them to solve practical problems. As Mao Zedong says, 'If we have a correct theory but merely prate about it, pigeonhole it and do not put it into practice, then that theory, however good, is of no significance' (Mao, July, 1937: 304). Alfred North Whitehead also notes, 'The details of knowledge which are important will be picked up ad hoc in each avocation in life, but the habit of the active utilisation of well understood principles is the final possession of wisdom' (Center for Teaching and Learning, 1994: 3). The CMTM has also proved to be an effective way for testing the capacities of police cadets in connecting their criminal investigation theoretical

Table 1: Case study multi-dimensional teaching method CAI design standards

Case solving stages	Crime report and response	Crime scene investigation	Case circumstances analysis	Employ investigation measures	Break though deadlocks	Dig out hidden crimes
Teaching measures	Video and/or text data	Photo and/or video data	Mock police squad discussion	Video, photo, text data	Mock police squad discussion	Mock interrogation, video, or text data
Teaching goals	Emergency response abilities	Observation and analysis abilities	Analysis and problem solving abilities	Employ investigation measures abilities	Analysis and problem solving abilities	Combining serial crimes and evidence collection

knowledge obtained from lectures and books with 'investigating' the criminal cases in the real world to show that they have possessed the 'wisdom' needed in criminal investigation. ■

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BIOGRAPHIES

Greg Kratzig

Greg Kratzig joined the Royal Canadian Mounted Police (RCMP) Training Academy in 2009 and is responsible for investigating the most effective means of integrating simulator technology into training, and whether the skills transfer into a real world setting. He received his Master's Degree in Experimental and Applied Psychology from the University of Regina (2006) and is nearing completion of his PhD, also at the University of Regina. His dissertation topic is investigating what the effects of training in synthetic environments have on skill acquisition and retention, and the transferability of those skills to a real world setting. During his tenure with the RCMP he has led research projects investigating; 1) skills acquisition during simulator exercises measured against real world tests, 2) video-based use-of-force training, and 3) pistol skills acquisition in a synthetic range environment.

Gregory.Kratzig@rcmp-grc.gc.ca

Kim Armstrong

Kim Armstrong has received her Bachelor of Arts (Honours) in Political Studies and her Bachelor of Laws. She has also completed a Police Management Certificate. In 1997, she joined the Edmonton Police Service as a legal Advisor and was later promoted to the position of manager in charge of the Professional Standards Branch and Legal Services. She has been with the Government of Alberta since 2006 as the Executive Director of Law Enforcement and Oversight Branch, then the Assistant Deputy Minister of the Justice Services Division and is currently the Deputy Clerk of Executive Council and the Deputy Secretary to Cabinet.

kim.armstrong@gov.ab.ca

Dr Curtis Clarke

Prior to joining Alberta Justice and Solicitor General, Curtis Clarke held the position of Associate Professor and Coordinator of the Criminal Justice program at Athabasca University. He has carried out empirical studies on the implementation of community based policing, police organizational/managerial change, intelligence led policing and the shifting boundaries between private and public policing. Dr Clarke is the past President of the Canadian Association of Police Educators, a member of the INTERPOL Group of Experts on Police Training (IGEPT) and is on the board of directors of the Canadian Police Sector Council.

curtis.clarke@gov.ab.ca

Ewa Wasniewski

Ewa Wasniewski is a second year PhD student (Educational Psychology) at the University of Alberta. She was contracted by the Alberta Justice and Solicitor General Staff College to assist in the instructional design and evaluation of the Alberta Peace Officer Investigative Program (APOIP). Ewa instructs at the University of Alberta as well as regional Community Colleges in the areas of inclusion, integration, adult student supports and universal instructional design.

ewaw@ualberta.ca

Li Yongtao

Li Yongtao is an associate professor at the Department of Criminal Investigation, China Criminal Police University. He has been engaged in criminal investigation teaching and research for more than a decade. He has also published widely on this topic. He is currently a PhD student at Charles Sturt University in collaboration with the Center of Excellence in Policing and Security, Australia. in a synthetic range environment.

lyt1207@163.com

Dr Majeed Khader

Majeed Khader is the Chief Psychologist of the Singapore Police Force and also Deputy Director of the Police Psychological Services Division, and Deputy Commander of the Crisis Negotiation Unit. He works closely with the Training Command of the police force, where he trains commanders and senior commanders on the behavioural aspects of leadership effectiveness.

John Nixon

John Nixon has extensive experience at all levels of teaching from primary through to university. He has been a full time lecturer with Charles Sturt University since 2001. His particular area of interest is communication (frontline communication). He has been involved in developing, coordinating and teaching communication courses for the School of Policing Studies, the Centre for Investigative Studies and Crime Reduction and the NSW Police Force. He is Chair of the School of Policing Studies learning and Teaching Committee.

jnixon@csu.edu.au



INTERPOL

CAPACITY BUILDING AND TRAINING DIRECTORATE

INTERPOL General Secretariat
200 quai Charles de Gaulle
69006 Lyon
France
Tel: +33 4 72 44 70 00
Fax: +33 4 72 44 71 63