Under Investigation: Using Video-based Interviews to Enhance Student Police Officers’ Learning about Equality, Diversity and Rights

Original Citation


This version is available at http://eprints.hud.ac.uk/8606/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
‘Under investigation: using video-based interviews to enhance student police officers’ learning about equality, diversity and rights’
Overview

• Context – teaching equality and diversity on the Foundation Degree in Police Studies
• Challenges and opportunities
• Project rationale
• Involving community members
• Identity, speaking for oneself and ethical issues
• Evaluation
• Future development and sustainability
• Foundation Degree in Police Studies developed in partnership with West Yorkshire Police (began 2005)
• ‘Equality, Diversity and Rights’ – foundation level module
• Classroom-based, ‘issues-focused’ and linked to strands of diversity
• Mix of discussion and tutor-led input
• 7 cohorts per year
Context (ii)

Some dominant themes from module feedback:
“...less negativity...more positive examples...”
“...more interaction and discussion”
“...see content from different points of view and perspectives”
“...more self-paced learning”
“Particularly enjoyed listening to guest speakers who shared their experiences”
Picturing Diversity: Project rationale

- Recognising the importance of community members speaking for themselves - moving away from “speaking on behalf of” community members
- Response to student feedback
- Bringing to life complexities of “the idea of community” and “hard issues” (Clements, 2008)
- Picturing Diversity should be an ongoing, work in progress much like developing individual awareness of diversity
Opportunities

- Important chance to influence Police Officers’ learning
- Collaboration and community engagement in learning resource (Spencer, 2007)
- Recognising complexity
- “Taking Orders” – push the boundaries
- Vary learning approaches
Picturing Diversity

University of Huddersfield

Educating tomorrow’s professionals
• Web-based learning package (also available in paper format) and contextual video-interviews with community members
Learning issues arising…

• Some of the issues that arose which can be used to prompt student discussion and debate:
  – What is the nature of ‘community’ (Piotr, Nina, BD5)?
  – Tension between recognising difference and generalising or stereotyping whole communities
  – Effective communication…breaking down barriers
  – Use of language
  – Debates about the value of ‘political correctness’
  – The impact that individual police officers can make
  – The value of pro-actively finding out about communities
Identity, speaking for oneself and ethical issues

- Issues around collaboration and inclusion
- Recognising the contribution of community members’ work – payment
- Conceptual frameworks (academic, legislative, institutional…etc) and their relationships to “lived experience”
- Acknowledging our power to potentially manipulate contributions through the editing process
Evaluation (i) - Format

• Version of workbook used:
  – Paper-based Study Pack: 100%
  – Web-based Study Pack: 0%
  – Combination: 25%

• Preferred version:
  – Paper-based Study Pack: 80%
  – Web-based Study Pack: 15%
  – No preference: 5%
Evaluation (ii)

• Evaluation of learning units:
  – 60% rated them as being useful learning resource
  – 90% indicated that they were easy to read
  – 55% stated that unit activities were useful in developing their learning and understanding of equality and diversity issues.

• Relevance to role:
  – 65% indicated that learning from resource was relevant to their role as police officer
  – 70% agreed that learning from resource would impact on their work with communities.
Areas for further development:

- Faith, religion and belief unit
- Video interviews need further editing
- Tie-clip microphones should be used in any future interviews as background noise is distracting, and more noticeable on classroom-based speakers
- Students felt some interviews questions encouraged repetition…indicated they would like more input into deciding questions asked.
- Time allocation for working through units and activities: majority felt they were given too much time
- Review mix of classroom based and independent learning activities – give more flexibility?
- Incorporation of activity responses into formative or summative assessment?
Future development and sustainability

- Opportunity for feedback from contributors to input into the development of the resource.
- Potential for on-going, evolving interview bank? Student participation in collecting video interviews? Digital storytelling?
- Potential use/re-use and development by other university courses?
Contact:

• Robin Kiteley – r.kiteley@hud.ac.uk
• Ben Raikes - b.raikes@hud.ac.uk
• Dawn Waltham - dawn.waltham@hud.ac.uk
References

