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Educating tomorrow's professionals

**‘Under investigation: using video-based interviews to enhance student police officers’ learning about equality, diversity and rights’**

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*University of*  
**HUDDERSFIELD**



## 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

## Context

- 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”

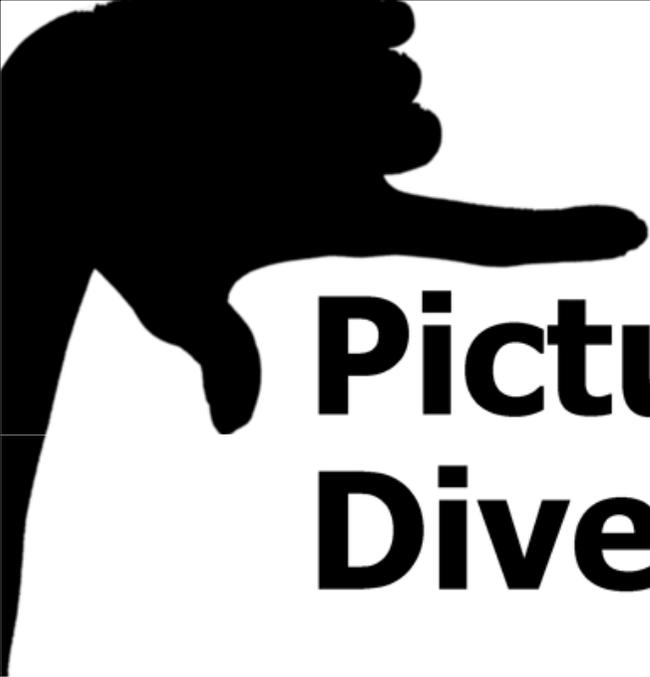
## Picturing Diversity: Project rationale

- 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

Picturing  
Diversity

- 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



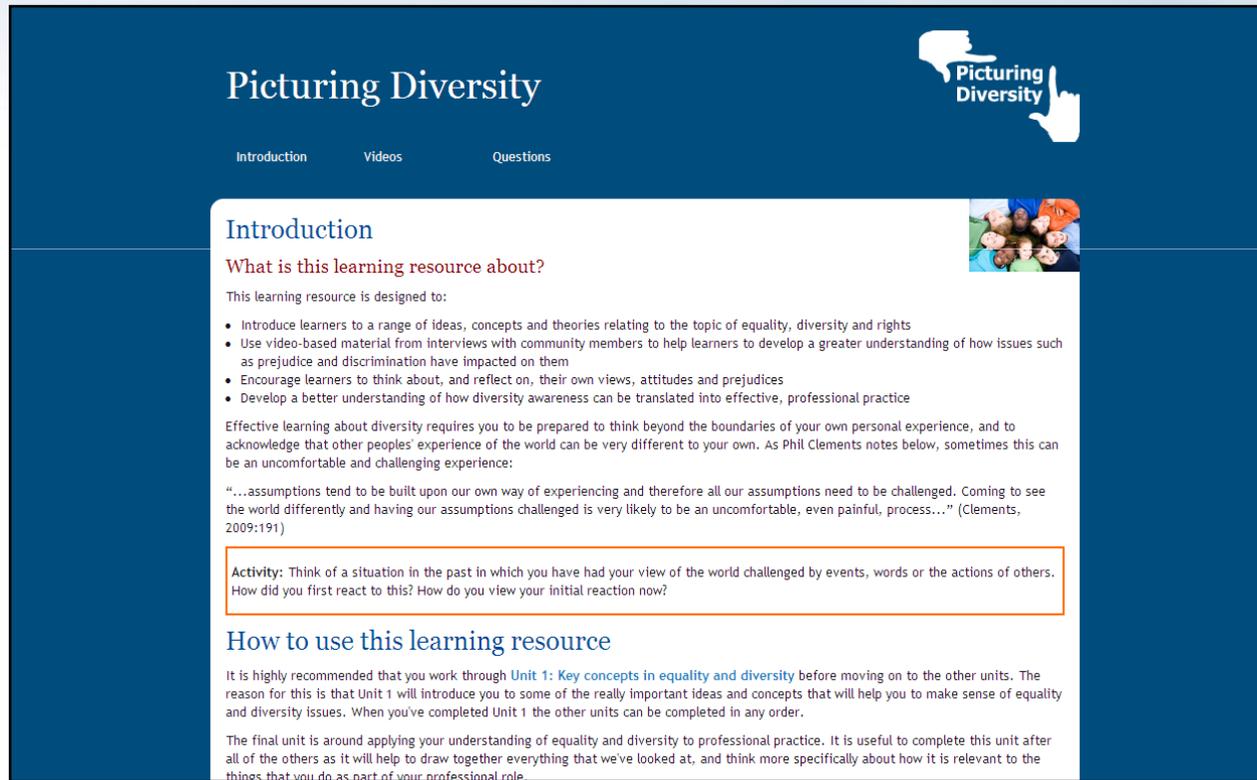
# Picturing Diversity



# Picturing Diversity

Picturing  
Diversity

- Web-based learning package (also available in paper format) and contextual video-interviews with community members



The screenshot shows the 'Picturing Diversity' web-based learning package interface. The page has a dark blue header with the title 'Picturing Diversity' and a logo of a hand pointing to the text. Below the header, there are navigation links for 'Introduction', 'Videos', and 'Questions'. The main content area is white and features the title 'Introduction' in blue. Below the title, there is a red heading 'What is this learning resource about?' followed by a paragraph stating 'This learning resource is designed to:' and a bulleted list of three points. The list includes: 'Introduce learners to a range of ideas, concepts and theories relating to the topic of equality, diversity and rights', 'Use video-based material from interviews with community members to help learners to develop a greater understanding of how issues such as prejudice and discrimination have impacted on them', and 'Encourage learners to think about, and reflect on, their own views, attitudes and prejudices'. The third point is followed by a sub-bulleted point: 'Develop a better understanding of how diversity awareness can be translated into effective, professional practice'. Below the list, there is a paragraph of text: 'Effective learning about diversity requires you to be prepared to think beyond the boundaries of your own personal experience, and to acknowledge that other peoples' experience of the world can be very different to your own. As Phil Clements notes below, sometimes this can be an uncomfortable and challenging experience:'. This is followed by a quote: '...assumptions tend to be built upon our own way of experiencing and therefore all our assumptions need to be challenged. Coming to see the world differently and having our assumptions challenged is very likely to be an uncomfortable, even painful, process...' (Clements, 2009:191). Below the quote, there is a red-bordered box containing an activity: 'Activity: Think of a situation in the past in which you have had your view of the world challenged by events, words or the actions of others. How did you first react to this? How do you view your initial reaction now?'. Below the activity box, there is a blue heading 'How to use this learning resource' followed by two paragraphs of text. The first paragraph states: 'It is highly recommended that you work through Unit 1: Key concepts in equality and diversity before moving on to the other units. The reason for this is that Unit 1 will introduce you to some of the really important ideas and concepts that will help you to make sense of equality and diversity issues. When you've completed Unit 1 the other units can be completed in any order.' The second paragraph states: 'The final unit is around applying your understanding of equality and diversity to professional practice. It is useful to complete this unit after all of the others as it will help to draw together everything that we've looked at, and think more specifically about how it is relevant to the things that you do as part of your professional role.'

## 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.

## Evaluation (iii)

- 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?

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