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

### **Original Citation**

Kiteley, Robin J., Raikes, Ben and Waltham, Dawn (2010) Under Investigation: Using Video-based Interviews to Enhance Student Police Officers' Learning about Equality, Diversity and Rights. In: Connect 2: The 5th University Teaching and Learning Conference, 13th September 2010, University of Huddersfield Business School. (Unpublished)

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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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# 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



- 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



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

The screenshot shows the 'Picturing Diversity' web interface. At the top, there's a dark blue header with the title 'Picturing Diversity' and a logo of a hand pointing up. Below the header, there are navigation links: 'Introduction', 'Videos', and 'Questions'. The main content area is white and titled 'Introduction'. It starts with the question 'What is this learning resource about?' followed by a paragraph stating the resource is designed to:

- 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
- Encourage learners to think about, and reflect on, their own views, attitudes and prejudices
- Develop a better understanding of how diversity awareness can be translated into effective, professional practice

Below this, a paragraph explains that effective learning about diversity requires thinking beyond personal experience and acknowledging that others' experiences can be very different. It quotes Phil Clements (2009:191): "...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..."

An activity box is highlighted with an orange border, containing the text: "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?"

The section 'How to use this learning resource' follows, recommending that learners work through Unit 1: Key concepts in equality and diversity before moving on to other units. It states that the final unit is around applying understanding of equality and diversity to professional practice and is useful to complete after all other units.

## 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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